

**DEVELOPING WEB-BASED READING MATERIALS  
FOR THE EIGHTH GRADE STUDENTS OF SMPN 2 PLAYEN GUNUNGKIDUL**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
the *Sarjana Pendidikan* Degree in English Language Education**

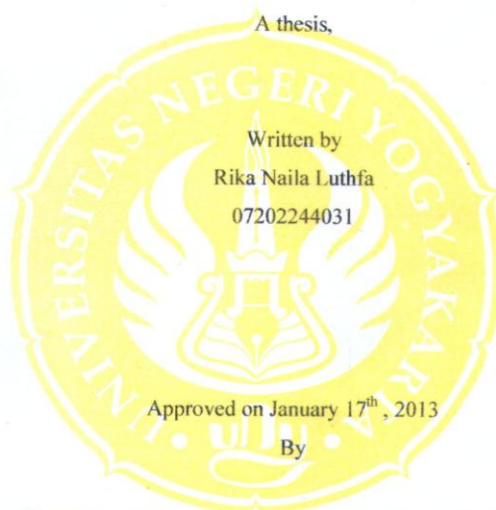


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2013**

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FOR THE EIGHTH GRADE STUDENTS OF SMPN 2 PLAYEN  
GUNUNGKIDUL



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FOR THE EIGHTH GRADE STUDENTS OF SMPN 2 PLAYEN  
GUNUNGKIDUL

A thesis



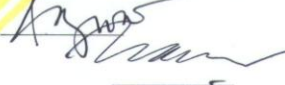

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Yogyakarta, 17 Januari 2013

Penulis



Rika Naila Luthfa



## MOTTOS

“Life never leaves you empty,  
It always replaces everything you lost.  
If it asks you to put something down,  
It’s because it wants you to pick something better.”

~anonymous~

“Winning doesn’t always mean being the first.  
Winning means you’re doing better than you’ve done before.”

~anonymous~

## DEDICATIONS

This thesis is lovingly dedicated to:

- ♥ My beloved father and mother  
(Asrori and Kastonah)  
who always become my guardian angels in this  
world.
- ♥ My beloved brother and sister  
(Faizul Ikhsan and Asna Faizatul Maulida)  
who always cheer my days up

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Finally, I do hope that this thesis will be useful for the readers although I know this is far from being perfect. Therefore, I greatly appreciate any criticisms, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 17 January 2013



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# **DEVELOPING WEB-BASED READING MATERIALS FOR THE EIGHTH GRADE STUDENTS OF SMPN 2 PLAYEN GUNUNGKIDUL**

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## **ABSTRACT**

The objective of this study is to develop a proper set of web-based reading materials for the eighth grade students of SMPN 2 Playen Gunungkidul.

This research was a research and development (R & D) study. The steps of the development consisted of defining the scope, identifying the learners' characteristics, producing a style manual, determining and collecting resources, developing initial content ideas, conducting a task and concept analysis, creating flowcharts and storyboards, preparing the scripts, preparing the text, writing program code, creating the graphics, producing audio and video, assembling the pieces, preparing supporting materials, doing an alpha test, making revisions, doing a beta test, making final revisions, and validating the program. The instruments of the data collection were questionnaires and interviews. The types of the data were quantitative and qualitative which were analyzed quantitatively and qualitatively.

The result of this study is a proper set of web-based reading materials for the eighth grade students of SMPN 2 Playen Gunungkidul. The result of the study shows that the web-based reading materials have met the characteristics of good materials. It is indicated by the mean values of the alpha and beta tests for the materials and media aspects. The mean values for the materials aspect in the alpha test is 4.45. The mean value for the media aspect in the alpha test is 4.25. The beta test result shows that the range of mean values of the items is from 3.47 to 4.70. Thus, the grand mean is 4.28. Besides, the result of the beta test is also supported by the result of the interviews. Those results show that the web-based reading materials for the eighth grade students of SMPN 2 Playen Gunungkidul are good and proper.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background to the Study**

Reading, as one of the four English skills, is important in the English teaching and learning process. It helps the students obtain any information from any written language sources. Reading deals with various text types such as novels, short stories, tales, essays, poems, e-mails, notes, diaries, articles, radios and TV programs, textbooks, and many more. Those types of text are easily found in students' daily life. Consequently, it is important for them to be able to comprehend such texts well. Reading is not only done to get ideas or facts but also to get pleasure and feelings. It influences much on the other English skills such as writing, speaking, and listening. Thus, reading is important to support students in improving their English skills.

In the junior high school level, reading becomes prominent in the English teaching and learning process because it is taught to help the students achieve the reading competence as stated in the Standard of Competence and Basic Competence (abbreviated SC/BC hereafter). It covers minimum materials to be taught and minimum competency levels to be met in a certain educational level to pass the minimum graduation score. Students are highly required that they pass the minimum graduation score before they move to the next higher level.



Besides, junior high school students are required that they meet the functional literacy level as stated in *Standar Isi*. The functional literacy level covers the ability to use language to meet students' daily needs such as getting information from an announcement, and any other information needed in forms of both oral and written language. This level is important to be met because it prepares the students to meet the higher literacy level which is named as the informational literacy level which they will get in the senior high school.

To achieve the reading competence and to meet the functional literacy level, the learning activities in the classroom play an important role. The reading competence and the functional literacy level can be achieved through learning activities in the classroom. Learning activities are used to deliver the materials which refer to the learning competence as stated in the SC/BC. Learning activities can be in the forms of whole class activities and individual activities. English teachers have to consider the materials being taught and students' needs before applying one of those learning activities.

Concerning the importance of reading and the important role of learning activities, learning sources become prominent. To hold effective learning activities for reading skills, there is a need to provide good reading materials. The materials can be in the forms of printed and non-printed materials. The provision of learning sources influences the students' achievement in learning. Thus, providing good materials are needed in the teaching and learning process.

SMPN 2 Playen, which is located in Gunungkidul, has attempted to care about the English teaching and learning process. This school provides course books for the students which can be brought home. Since the course books are limited, one book is used for two students. So, they do not feel free to use the book at home. Besides, the course books which are used for a long period look so awful that the students are not motivated to bring them home, even to open the pages. The books were published in 2005. Those books were used for many years. The contents of the course books are irrelevant to the current curriculum because those books are supposed to be used for the previous curriculum. Hence, the use of course books as the main sources in the English classroom activities becomes ineffective.

On the other hand, the course books are important during the English teaching and learning process. The classroom activities are taken from the course books. The sequence of learning process is similar to that in the course books; therefore, the activities during the English classroom are considered monotonous. The homework is also taken from the course books. It means that the students have to share the course books; otherwise, they will find it hard to deal with the homework given.

As the result of the domination use of course books, students are not motivated during the classroom activities. Instead of concentrating on the teacher explaining the materials in the course books, they tend to talk to each other. When they are asked about something which has just been explained, they do not answer. Students tend to ask for more time to work when they are asked to write their work down on their own workbook. They even complain to the teacher for asking them to

write their work down in every task including reading tasks because such activities are considered as a long and tiring work.

In regard to the sources which can be used in the teaching and learning process, there are actually many sources which are available in the forms of both printed and non-printed sources. Magazines, handouts, books, newspapers, leaflets, pamphlets and brochures are the examples of printed sources. Non-printed sources can be found in televisions, radios, recorded audios and videos, websites, and many more. English teachers can adapt the materials from those sources. Unfortunately, the English teacher in the eighth grade does not take the advantages from those sources.

## **B. Identification of the Problem**

Based on the background stated previously, there are some problems which are considered to be the factors that influence students' interest in reading classroom activities. First, the course book which is used is not adequate in terms of quantity and quality. The course book was limited so that the students could not use it personally. The book's appearance is not good because it is already used for several years. As the course book was published in 2005, the topics are out of date and the contents refer to the previous curriculum.

Second, the teaching and learning process seems so monotonous that students are not interested in joining the activities. It is easily predicted by the students that in every English class, including in reading activities, they will be asked to do some tasks taken from the course book and then write their answers down in their own

workbook. Students tend to ask for more time to do such activity because writing down their works seems to be tiring work for them. Consequently, such reading activity takes much time.

Third, the use of media does not become primary needs during the English teaching and learning process. Each classroom is facilitated with liquid crystal diode projector, or commonly called as LCD projector, and the screen, and is also reached by wireless fidelity signal, or commonly abbreviated as wifi. However, they are not maximized to support the teaching and learning process, especially in English class. LCD and the screen are used for displaying videos of the other subjects. Wifi and any other internet connections are usually used for the information and technology class. It is obviously ironic for the school which is well facilitated but does not take the advantages of those facilities.

Fourth, the sources to support language learning are still limited. Since there are many sources of learning materials in both printed and non-printed sources, it is good for the teacher to provide materials which are suitable for the students. One of the fast developed learning sources is websites which contain huge information. To access the websites, there should be personal computers or laptops and also the internet connection. There are many materials provided in the websites; however, those are not in line with recent curriculum. There is a need to selectively adapt the materials from the websites.

### **C. Limitation of the Problem**

Conducting research covering things stated previously will be a very hard and long work and therefore will not be feasible for the researcher. Concerning the limitations that she has, she is going to conduct research focusing on the development of a website which provides additional materials for reading activities based on the SC/BC. Developing this kind of website is purposed to provide reading materials for students of junior high schools.

The development of the materials is limited on the reading skills .The website is also specified for a certain level that is the eighth grade students of SMPN 2 Playen. The materials that are developed are those which are included in the first semester stated on the SC/BC of the eighth grade students of junior high schools.

### **D. Formulation of the Problem**

By virtue of the limitation of the problem, the researcher formulates the problem as follows:

What is the proper design of web-based reading materials for the eighth grade students of SMPN 2 Playen like?

### **E. Objective of the Study**

Corresponding to the formulation of the problem, the objective of this research is to design a proper set of web-based reading materials for the eighth grade students of SMPN 2 Playen Gunungkidul.

### **F. Significance of the Study**

This research is expectantly hoped to give a valuable contribution to the following parties:

1. To the English Department, the researcher hopes that the result of this study can be an input of reference relating to a web-based reading materials design and development.
2. To other researchers who want to develop web-based reading materials for the eighth grade students of junior high schools, the researcher hopes that the result of this research study can be a contribution as to what web-based reading materials for the eighth grade students are like.
3. To English teachers in the eighth grade, the result of this research can be a reference as to what web-based reading materials for the eighth grade students are like.
4. To the eighth grade students of junior high schools, the materials developed in this research can be used as a reference to learn English especially for promoting reading skills.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

The main objective of this research is to develop a proper set of web-based reading materials for the eighth grade students of SMPN 2 Playen, Gunungkidul. Websites are one of the learning material sources which are never used in this school. In regard to this situation, there are actually not any websites which specifically provide reading materials for the eighth grade students of junior high schools. A website which consists of reading materials needs to be developed. Consequently, theories of the nature of reading, reading for the eighth grade students of junior high schools, web-based materials, and the advantages and disadvantages of web-based materials, will be presented and discussed before conceptual framework for this study is drawn.

#### **A. Literature Review**

##### **1. The Nature of Reading**

###### **a. Definition**

Reading as defined by Nunan (2005) is a set of skills which requires the readers to make sense and derive meaning from the printed words. The activity of reading also involves the ability to decode the printed words. Recognizing the symbols of printed words is the key in reading. Thus, decoding impacts the readers in making sense. Reading also requires deriving meaning, which is also known as comprehension. Comprehension is the aim of reading, as stated by Anderson in Nunan (2005). He also adds that reading is not only knowing

correctly the pronunciation of the words, but also comprehending what the words mean.

Hoover and Gough (1990 in Flynn and Sainthorp, 2006) also have a similar reading definition as proposed by Nunan (2005). They say that reading is the product of decoding and comprehension which means that reading is a result from an ability to decide the print words and to comprehend the language. They also explain that decoding is a separate cognitive process because it involves an extra process of translating the visual stimuli into language. Hence, reading is not an activity which stands alone. It involves other processes to meet the aim of reading, for example accessing information within a certain written discourse.

In addition, Tankersley (2003) agrees that reading is an interactive process involving both decoding words and deriving meaning from the words being read. Loosing meaning is commonly happened during the activity of reading. It happens because the readers are too much concentrating on decoding words. It makes them feel hard to get the meaning of the text being read because they are loose connection between the text and its meaning.

In conclusion, based on the explanation above, reading is an activity which is related to the readers' skills to decode and to comprehend the texts. Decoding involves the activity to sound out the visual symbols or written discourse into language. Besides, there is also the process of comprehending the text which accompanies the decoding process. It is a process of connecting the symbols and their meanings.



## **b. The Importance of Reading**

There are some reasons why it is important to get students to read, especially reading English texts. Harmer (1998) states that there are some reasons why reading becomes so important. First, reading gives many exposures to students' language acquisition. When the students are reading, they will, at least, remember some parts of the language as a part of the process of language acquisition.

Second, reading texts provide good models for English. A good model is important to be given in teaching English. Hence, it helps students recognize the pattern of phrases, clauses, and sentences within the texts. Moreover, it provides opportunities for them to study language. Reading equips them to learn grammar, vocabulary, punctuation, and the way to construct sentences, paragraphs, and texts.

Renandya and Jacobs (2002) state that reading is one of the receptive skills which are highly valued by students and teachers. Reading is important because it helps students to be able to obtain and to share ideas from any written language forms. Hence, it can be said that reading is the key to acquire knowledge (Pisa, 2009). Pisa also emphasizes that reading is a precondition for individuals' success in all domains of life.

To conclude, reading is important since it can be such good models in which students can learn from them. Moreover, it also helps students promote

the other language skills. Hence, it is good for students to have much reading time.

### **c. Reading Purposes**

Reading actually is a complex process which requires the readers to influence the other processes to do this activity. Reading is not merely an activity to interpret written symbols into the language. It is not just sounding aloud the words written in a piece of paper. Reading, as mentioned in the previous discussion, is an activity which influences the process of decoding and comprehending. Hence, the two major points in reading are decoding and comprehending.

Those notions of reading, which are stated in the previous discussion, then lead to the purposes of reading. There are mainly two categories of reading purposes namely reading for getting pleasure and reading for getting information. Nunan (2005) states that reading for pleasure is one of the purposes of reading; for example reading bedtime stories. The main point of reading bedtime stories is getting joyful experience of reading.

Harmer (2001) also states that reading is pleasurable. Some people read for pleasure. Thus, for example, people read magazines or spend hours buried in comics to get pleasure. They do read at the things they are really interested in. Reading any books that they are studying can be done for pleasure as well.

Beside, there is also reading for information as one of the purposes of reading. Harmer (2001) and Nunan (2005) say that reading for information can be found easily in daily life, for example reading a menu, a recipe, an announcement,

road signs, ticket machines, etc. Reading a menu is purposed to get the information about what the restaurant has in the menu. It consists of the information about the food and drinks which are available in the restaurant. When somebody wants to know where to go there is a need to read road signs. If somebody reads the instructions on a ticket machine it is because he/she needs to know how to operate it. The major point of this reading purpose is to get detail information within the texts.

From the discussion above, it can be concluded that there are two essential focuses of reading. The first is for pleasure, and the second one is for information. Reading for pleasure is purposed to have reading experience such as getting the ideas of the texts to find a joyful reading activity. Besides, there is also reading for information which deals with comprehensive reading. Grasping the detailed information within the texts and exploring the texts' structure are the two points in comprehending the texts.

#### **d. Micro-Skills for Reading**

Reading is not an activity which only needs one skill. In reading, students need to be able to do so some particular things such as decoding and deriving meaning, during reading a text. Harmer (2001) proposes some skills which are required by the students in reading. Those skills, which are usually used by the readers, depend on what the readers are reading for. The followings are the explanation of those used skills.

1. Identifying the topic

Good readers have to have an ability to pick up the topics of written texts very quickly. The background knowledge that they have will help them find the ideas from the texts they are reading. Hence, it allows them to process the next process more effectively.

2. Predicting and guessing

Readers sometimes find it difficult to understand the topic which is being written. To face this condition, they sometimes guess, predict, or even make assumptions for the things they do not know yet.

3. Reading for general understanding

Making a general view to what is being read is a part of reading skills. It is called as skimming, which means running the readers' eyes over a text to get a quick idea of the gist of a text. In the process of doing skimming, readers come for the general information of a text first. Then, they will continue to the specific ones. They are supposed to get more to a top-down view of what is being read.

4. Reading for specific information

Reading for specific information is different from reading for gist. It is done because sometimes readers want to get the specific details from a text. Sometimes readers may look through a film review to find the name of the stars and ignore the other information which they are not interested in. This kind of skill is commonly called as scanning.

### 5. Reading for detailed information

Reading for detailed information means a reading activity which is aimed to get better understanding of everything in detail from a text which is being read by readers. The readers do not read because they are interested in something, but it is because they need the detailed information of a text.

### 6. Interpreting text

Sometimes, there are passages which require the readers to see beyond the literal meaning of words. Readers need to use variety clues to understand what the writer is implying or suggesting. For example, “*you are in a non-smoking zone*” is understood to ask somebody to put his/ her cigarette out.

Similar to the micro-skills for reading which are proposed by Harmer, Pollard (2008) states that there are some micro-skills for reading, they are reading for gist, reading to extract detailed information, reading to extract specific information, and predicting. She also adds extensive reading as one of the micro-skills for reading. It involves lengthy reading, often for pleasure. The readers do not need to understand every word. They just read to follow the story.

With regard to these micro-skills for reading, VanderVeen et al. (2007 in McNamara 2007) have a different division of micro-skills for reading. There are six micro-skills of reading which can be measured for a reading test. The followings are the explanation of the micro-skills for reading division.

1. Determining the meaning of words (word meaning)

Students determine the meaning of words in context by recognizing known words and connecting them to prior vocabulary knowledge. Students use a variety of skills to determine the meaning of unfamiliar words, including pronouncing words to trigger recognition, searching for related words with similar meanings, and analyzing prefixes, roots, and suffixes.

2. Understanding the content form, and function of sentences (sentence meaning)

Students build upon an understanding of words and phrases to determine the meaning of a sentence. Students analyze sentence structures and draw on an understanding of grammar rules to determine how the parts of speech in a sentence operate together to support the overall meaning. Students confirm that their understanding of a sentence makes sense with the previous sentences, personal experience, and general knowledge of the world.

3. Understanding the situation implied by a text (situation model)

Students develop a mental model (i.e. image, conception) of the people, things, setting, actions, ideas, and events in a text. Students draw on personal experience and world knowledge to infer cause-and-effect relationships between actions and events to fill in additional information needed to understand the situation implied by the text.

4. Understanding the content, form, and function of larger sections of a text (global text meaning)

Students synthesize the meaning of multiple sentences into an understanding of paragraphs or larger sections of texts. Students recognize a text's organizational structure and use that organization to guide their reading. Students can identify the main point, summary, characteristics, or evaluation of the meaning of larger sections of a text. Students can identify underlying assumptions in a text, recognize implied consequences, and draw conclusion from a text.

5. Analyzing authors' purposes, goals, and strategies (pragmatic meaning)

Students identify author's intended audience and purposes for writing. Students analyze author's choices regarding content, organization, style, and genre, evaluating how those choices support the author's purpose and are appropriate for the intended audience and situation.

In addition, Brown (2001: 307) states that there are some micro-skills for reading that are the same as those for listening. They are as follows.

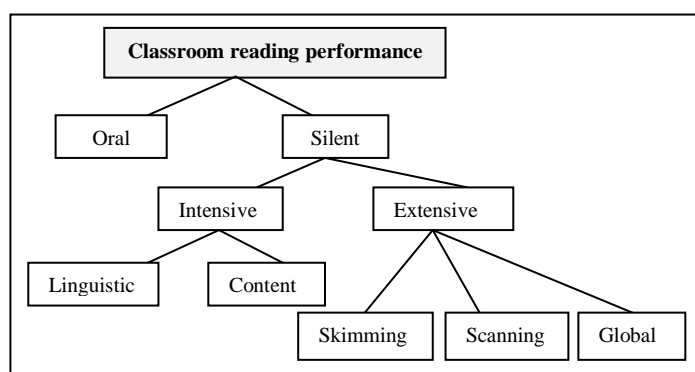
(1) Discriminate among the distinctive graphemes and orthographic patterns of English, (2) Retain chunks of language of different lengths in short term memory, (3) Process writing at an efficient rate of speed to suit the purpose, (4) Recognize a core of words, and interpret word order patterns and their significances, (5) Recognize grammatical word classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms, (6) Recognize that a particular meaning may be expressed in different grammatical forms, (7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (8) Recognize the rhetorical forms of written discourse and their significance for interpretation, (9) Recognize the communicative functions of written texts, according to form and purpose, (10) Infer context that is not explicit by using background knowledge, (11) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea,

supporting idea, new information, given information, generalization, and exemplification, (12) Distinguish between literal and implied meanings, (13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata, and (14) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In conclusion, a reading activity needs more than one skill. Hence, there are many micro-skills for reading to be taught to students. According to the lists of micro-skills for reading stated by some experts above, there are basically six broad categories of micro-skills for reading. They are finding the topic, guessing, skimming, scanning, finding detailed information, and interpreting. Those skills need to be taught to students to get a better comprehension in reading a text.

#### e. Types of Classroom Reading Performance

As mentioned in the previous discussion that reading is an activity which can not stand alone without influencing the other skills, it is important for teachers to understand well what kinds of classroom reading performance which can be used for their students. Brown (2001: 312) states that there are two major types of classroom reading performances. They are categorized into oral and silent performance. Those types can be drawn as the following figure.



**Figure 1. Types of Classroom Reading Performance**



### 1). Oral Reading

Brown (2001) says that oral reading performance is suitable for beginner and intermediate level. This kind of reading performance gives students many benefits in reading activity. Oral reading can serve as an evaluative check on bottom-up processing skills. It also can be used as a pronunciation check for students. Moreover, oral reading performance can serve to add some extra students participation if the teachers want to highlight a certain short segment of a reading passage.

In accordance to the benefits of oral reading, Brown (2001: 312) also states that there are some disadvantages for doing too much oral reading. Some of them are:

(a). Oral reading is not a very authentic language activity, (b). While one student is reading, the others can easily lose attention (or be silently rehearsing the next paragraph), and (c). It may have the outward appearance of students' participation when in reality it is mere recitation (silent).

### 2). Silent Reading

Brown (2001) divides silent reading performance into two points. Those are intensive and extensive reading. Intensive reading emphasizes the students' attention to the grammatical forms, discourse makers, and other surface details for the purpose of understanding literal meanings, implications, rhetorical relationships, and many more. Hence, he categorizes intensive reading into linguistic and content details.

Intensive reading, has become a special attention among the other experts. There are some different views about intensive reading. Intensive reading

according to Renandya and Jacobs (1999 in Richard and Renandya 2002) is the activity of working on short texts with guidance from the teachers. The aim of intensive reading is to help the students obtain detailed meaning from a text, to develop reading skills, such as identifying main ideas and recognizing text connector, and to enhance vocabulary and grammar knowledge.

With regard to the previous views, Nation (2009) has a list of aspects which become the focus in intensive reading. Those aspects are explained as follows.

a). Comprehension

To understand a particular text, teachers can use intensive reading in classroom activities. However, the more guidance to the students will be badly needed in this kind of activity.

b). Regular and irregular sound-spelling relations.

This can be done through the teaching of phonics, through the teaching of spelling rules, and through the implementation of reading aloud. Hence, it will maintain students' awareness towards their ability of pronouncing the words.

c). Vocabulary

To maintain students' attention teachers can use useful words in which the use of these words can be explained. Students find it more engaging to learn something that they have already been familiar with, than to learn they have not been familiar with.

d). Grammar

In terms of grammar aspects, difficult grammatical features can be explained and analyzed.

e). Cohesion

Learners can practice interpreting to what pronouns refer to, what the conjunction relationships between sentences are, and how different words are used to refer to the same idea.

f). Information structure

Certain texts contain certain kinds of information. Newspaper reports, for example, can describe what happened, what led to the happening, what likely effects will be, who was involved, and when and where it happened.

g). Genre features

The vocabulary, grammatical features, cohesive features and information, all contribute to the communicative effects of a text. Intensive reading also focuses on how the text achieves its communicative purpose.

h). Strategies

Intensive reading can be used to help learners develop useful reading strategies.

On the other hand, there is also extensive reading, as a part of silent reading division which is stated by Brown (2001). It is carried out to achieve a general understanding of a usually longer text. Extensive reading is usually aimed to get pleasure. It is also usually performed outside the classroom. Striving for global meaning from longer passages is the point of extensive reading.

Moreover, Lems, Miller and Soro (2010) agree that extensive reading is the best global method to help students consolidate their reading comprehension. Students just identify what topics are being read, and then follow the next stories as it flows. The main point of doing extensive reading is to get the general idea which carries in the text.

In addition, Anderson (1999 in Lems, Miller and Soro, 2010) states that extensive reading is a large amount of reading texts for general comprehension which is helpful for students' vocabulary acquisition, content knowledge, familiarity with syntactic structure, knowledge of genre, and reading rate. However, extensive reading is not recommended for classroom activity because it is such a time consuming activity.

Harmer (2001) says that extensive reading is important for the development of students' word recognition and for their improvement as readers. With regard to harmer's saying, Day and Banford (1998 in Harmer 2001) agree that extensive reading enables students to read without constantly stopping and providing increased word recognition. Thus, Harmer concludes that extensive reading is the best possible way to improve students' English reading and writing skills.

The same as intensive reading, Nation (2009) also has a list of points which become the focus on extensive reading. Some of them are the same as those included in intensive reading focuses. Those points are comprehension, sound-spelling, vocabulary, grammar and cohesion, and information content genre. Every point has different strategies to conduct. There are predicting, spelling rules, guessing, dictionary use, and etc.

To summarize the discussion above, both intensive and extensive reading have a role in teaching reading. Both of them require the micro-skills for reading towards their activities. Silent reading emphasizes the understanding for detailed information within the text. Extensive reading is good for beginner; however, it is not recommended to include extensive reading in classroom activities.

#### **f. The Teaching of Reading**

When teachers guide and facilitate learning, give a chance for the learners to learn and set the condition for learning, it is called the activity of teaching (Brown: 2000). Giving opportunity to the students to accomplish a set of activities in their effort of getting knowledge is a way of facilitating the students' participation in classroom activities. Guiding can be done when the students find it hard to move to the higher level of tasks. In accordance to this situation, a good situation of teaching and learning process has to be created to make the process runs well.

In reading classroom activities, a good class management has to be considered as an important point. Applying appropriate teaching methods and techniques are regarded as the primary points in teaching reading. Besides, the teachers should also understand the principles of teaching reading. There are basically six principles of teaching reading as proposed by Harmer (1998). Those principles are explained as follows.

##### **1). Principle 1: Reading is not a passive skill.**

Reading is an incredibly active activity. It needs better understanding of words meaning, pictures visualizing the words, and arguments within the texts.

Reading is not a single skill which does not influence the other skills. It is an active occupation.

2). Principle 2: Students need to be engaged with what they are reading.

When students are really motivated by the topic or task, they will get much benefit of their engagement. On the other hand, students who do not engage much in the tasks will get less benefit. Here, the students' engagement influences their opportunity to get much benefit.

3). Principle 3: Students should be encouraged to respond to the content of a reading text, not just the language.

In reading activities, the messages of the texts are more important rather than the way students use language to analyze the paragraphs and its organization. Teachers have to give students a chance to respond to that message in someway.

4). Principle 4: Prediction is a major factor in reading.

Teachers should give the students "hint" as they begin to read. Students are expected to predict what is coming on their reading. The cover, pictures, photographs, graphics, and headline can be hints before students read the texts every single word. By doing so, it makes students become better engaged readers.

5). Principle 5: Match the task to the topic.

Before deciding the texts to the students, it will be better for the teachers to decide the topic first. Then, preparing some tasks following the reading session is another consideration. The tasks must suit with the aim of the learning and

appropriate with type of the texts being used. Challenging and imaginative tasks must be formed based on the texts given, for example challenging questions and useful puzzles.

6). Principle 6: Good teachers exploit reading texts to the full.

Teaching reading for only a certain part of a text does not make sense. Good teachers involve the whole class sequences interestingly. They also use the topic for discussion and further tasks including sharing ideas among students.

Williams (1986 in Nation, 2009: 6) proposes four principles of teaching reading. The first is meaning focused-input. It means that teaching reading should cover the purpose of reading, for example reading to search information, reading to integrate information, reading for fun, and reading to critique texts. Besides, the language learning should be appropriate with students' language proficiency level. Hence, the learning activity can be used as a way to develop their language proficiency.

The second principle is meaning focused-output. Teaching reading can not stand alone without relating to the other English skills. It will be less meaningful to have monotonous reading activities without integrating the other skills both receptive and productive skills. Thus, teaching reading should involve listening, speaking, and writing activities.

The third principle is language focused-learning. This principle emphasizes the effective reading towards the used sub skills of reading and the language features needed to read. More practices are needed to find effective strategies that the students may use. Besides, it is important for students to be familiar with text

structures, such as those which are used in recounts, reports, and newspaper reports.

The fourth principle is fluency development. The point of this principle is to facilitate the students with familiar language features. So, it helps them develop fluency in reading. They should also enjoy reading and feel motivated to read. When they are interested in the texts, they will feel motivated to engage in every activity. However, the important thing that must become a consideration is that students should read a lot.

In conclusion, the principles of teaching reading are expected to conduct effective language learning towards the strategies used during the reading activities. They involve the other skills which are needed in reading activities. Those principles should be primary consideration for the teachers in teaching reading. Hence, the teaching of reading can achieve its goals.

## **2. Reading for the Eighth Grade Students of Junior High Schools**

Teaching reading in junior high schools is aimed to help students achieve certain competence level. *Standar Isi* covers the minimum standard materials and competence for the students. The competence is specifically stated in SC/BC. Unless the students achieve the competence which is stated in the SC/BC, they cannot go to the next level.

Besides, teaching reading in junior high schools is expected to facilitate the students to meet the functional literacy level. It means that the students are expected to be able to communicate in both orally and written language to meet



their daily needs. Moreover, it prepares them achieve the higher literacy level which is commonly called as informational literacy level.

Such literacy levels as a part of the goals in teaching reading must be taught based on the SC and BC as stated in *Standar Isi* for junior high schools level. The following is the SC and BC of reading skills for the first semester of the eighth grade students of junior high schools.

**Table 1. Standard of Competence and Basic Competence of Reading Skills for the First Semester of the Eighth Grade Students of Junior High Schools**

Standard of Competence	Basic Competence
<b>Reading</b> 5. Comprehending the meaning of short written functional texts and essays in the form of descriptive and recount related to surrounding environments.	5.1 Reading aloud simple written functional texts and essays in the form of descriptive and recount with appropriate pronunciation, stress, and intonation which are related to surrounding environments. 5.2 Responding to the meanings of short functional texts accurately, fluently, and appropriately which are related to surrounding environments. 5.3 Responding to the meanings and rhetorical steps in short descriptive and recount essays accurately, fluently, and appropriately which are related to surrounding environments.

According to *Standar Isi* for junior high schools level, the standard of competence for reading skills for the eighth grade students of junior high schools in the first semester is comprehending the meaning of short functional texts and essays in the forms of descriptive and recount which are related to surrounding

environment. Furthermore, the basic competence as stated in *Standar Isi* are as follows.

- a) Reading aloud simple written functional texts and essays in the forms of descriptive and recount with appropriate pronunciation, stress, and intonation which are related to surrounding environment. It means that students are expected to be able to read aloud a certain written discourse related to the society where they belong to. Hence, it will make them survive in the society.
- b) Responding to the meanings of short functional text accurately, fluently, and appropriately which are related to surrounding environment. It means that students not only learn how to understand a certain written discourse, but also how to respond to it as the result of promoting literacy skills.
- c) Responding to the meanings and rhetorical steps in short descriptive and recount essays accurately, fluently, and appropriately which are related to surrounding environment. It means that students are expected to be able to respond to the certain written discourse in their level of difficulty that is related to the society in which they belong to.

### **3. Teaching Reading for Junior High School Students**

According to the appendix of *PERMENDIKNAS No. 19 Tahun 2007* about the *Standar Pengelolaan* in item number five which discusses curriculum development and learning activities, it is stated in the learning program discussions, that learning activities must be based on *Standar Kompetensi Lulusan, Standar Isi, Standar Proses, dan Standar Penilaian*. In

accordance with that, the learning quality is developed with learning models which refer to the *Standar Proses*.

Since the *Standar Proses* is used for all lessons, there is a need to suit the learning models with the lessons being taught. In English lesson, there are two learning models which are usually used; Presentation, Practice, and Production (PPP) and Genre-Based Approach. Thus, in teaching reading for junior high school students, the genre-based approach can be used.

There are some models of genre-based approach. Feez and Joyce (2002: 28) propose five stages of genre-based approach namely building the context, modeling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking related texts. Besides, there is also the four stage genre-based approach which is proposed by Hammond et al. (1992). This study uses the genre-based approach which is proposed by Hammond et al. (1992).

The genre-based approach, according to Hammond et al. (1992: 17) is a model which is based on the four stages in a teaching-learning cycle which are adapted from Callaghan and Rothery (1988). The four stages of the teaching-learning cycle are building the context or field of the topic or text-type, modeling the genre under focus, joint construction of the genre, and independent construction of the genre. Thus, Hammond et al. (1992) explain those four stages as follows.

a. Stage 1: Building Knowledge of the Field

The first stage is purposed to build the learners' knowledge of cultural and social contexts of the topics. The learners have to be familiar with the topics or text types first in order to have an understanding of the topics before being expected to learn about it.

The classroom activities at this stage are meant to meet certain goals. Hence, the specific aim of this stage is enables the learners to explore cultural similarities and differences related to the topics being taught. Besides, it also enables the learners to practice grammatical patterns which are relevant to the text types being discussed. The activities in this stage are also can build up and extend vocabulary that is relevant to the topics being discussed.

There are many activities which can be held in this stage. English teacher can use photographs or videos to build context. The teacher can also give some communicative activities to give the learners opportunities to share, discuss, and argue about aspects of the topics. Language lessons which focus on vocabulary and grammatical patterns are suitable as well. Besides, the teacher can also develop reading strategies such as predicting, skimming, scanning, and identifying the logo.

b. Stage 2: Modeling of Text

This stage introduces the learners to the model of text which will be discussed. In this stage, the learners will focus on analyzing the genre of

texts. The texts which are used are those which are needed by the learners in their real life.

This stage sets the learners to focus on the genre of the texts. The learners discuss the social functions of the genre and the purposes which are intended by the writer. The analyzing the generic structures and the grammatical patterns of the text become the focus on this stage. Thus, the learners' degree of comprehension towards the texts will increase.

Classroom activities of this stage are supposed to enable the learners to meet certain learning competence. Reading the texts either together or alone is one of the learning competence that the learners must be achieved. This stage also enables the learners to develop an understanding of the social functions and the purposes of the texts. Besides, it also gives the learners an opportunity to develop their understanding of the generic structures and the major grammatical patterns of the text being discussed.

There are some activities which suit the aims of this stage. Reading the texts aloud to the learners can be one of the activities in this stage. The teacher can also ask the students to read with their friends. In a more complex activity, the teacher asks the learners to do an analysis of the generic structures and the social functions of the texts being discussed. Besides, some discussions of the grammatical patterns of the texts can be held in this stage.

c. Stage 3: Joint Construction of Text

In this stage, the teacher helps the learners to construct a similar text. The teacher guides and supports the learners by giving questions and modeling the writing process. The major focus on this stage is the discussion of the learners' contributions and their appropriateness to the genre. Thus, the role of the teacher emphasizes on the monitoring and assessing.

The activities in this stage are all purposeful. The activities in this stage enable the learners to explore the relation of the purpose of texts to the topics. Besides, those activities also enable the learners to work together with the teacher and the other learners as a negotiation activity in discussing the appropriate organization of the text. They also enable the learners to analyze the linguistic features as the further competence of stage two.

Some of the activities in this stage are more complex than those in the previous stage. Discussions on the purpose, context, and structure of the genre can be done in this stage. The teacher can ask the learners to summarize the students understanding about the topics of the shared text. Another activity can be in the form of negotiation in discussing the appropriate beginning, middle, and end construction of a text. Thus, in this stage, the learners have an opportunity to re-drafting and editing together with the other learners.

#### d. Independent Construction of Text

Before going to this stage, the teacher must ensure that the learners have shown the progress of the earlier stages. If it is necessary, the teacher can recycle the activities in the previous stage. Giving more modeling of text construction may be useful to the learners before they are ready to construct a text independently.

The classroom activities at this stage hopefully can help the learners achieve some goals. Those activities should enable the learners to incorporate their knowledge of the generic structures and the grammatical patterns into their writing. Besides, those activities should enable the learners to produce a similar text independently. Hence, the learners will feel confident in producing another similar text. Beyond the classroom purpose of learning a genre text, the activities at this stage enable the learners to read and recognize other similar text outside the classroom.

There are many examples of activities which can be done at this stage. The learners can have an activity such as reading, information gathering, and note taking to build and develop knowledge of the field. Besides, the learners can also writing their own text with an appropriate grammatical pattern and generic structure. The teacher can open a discussion related to the learner's difficulties in writing the texts. Activities which focus on spelling, punctuation, layout of text, and handwriting are also can be done at this stage.

#### **4. Web-Based Reading Materials**

Internet can be used as a resource that expands language instruction. Since there are many websites which consist of information, it becomes one of the advantages of using internet. Both teachers and students can take the benefits of it as many as they want. Moreover, websites can also be used by users as language learning media. Chun and Plass (2000 in Brandl 2002) say that websites actually have potential impact to enhance learning. It reinforces communication capabilities through working in the network. It also enhances multimedia capabilities among users. Moreover, it provides many materials to learn including authentic materials.

Websites which have a special address known as WWW (World Wide Web) contain huge information which sometimes can not be found in any printed media such as books, newspapers, magazines, and many more. It helps users find information they want, and any materials for learning as well. However, this reality then leads to the facts that most of computer assisted language learning materials are not written to use for classroom purposes. Besides, it can not also be used as the same way as course books.

On the other hand, websites can be used to deliver self instruction learning materials (Alessi and Trollip, 2001: 379). Those materials can be in the forms of reading materials which are equivalent to traditional text books, interactive tutorials, drills, simulations, games, and open-ended learning environments. Those kinds of materials can be created and modified by instructors, or if it is allowed, the students can create them as well.



There are some ways for the material designers to create electronic material online, or it is well known as website materials. To design or to create website materials, including web-based reading materials, the material designers can use exercise generators from online websites (Dudeney and Hockley : 2007). Some exercise generators are available for free, and some others are not for free. They also add that online materials can also be produced from printable sources. Those sources can be adapted into electronic materials online so that they are available to access on the internet. Thus, they can be accessed by teachers and students via internet.

In designing website materials or electronic materials online, the material designers need to use authoring tools. These tools are programs that allow the material designers to create and design materials in electronic format which can be distributed in a web page (Dudeney and Hokley: 2007). These tools usually have simple operation with drag and drop elements that allow material designers to add some pictures, audios, and videos to the screen. Some of these tools have navigational options such as forward and back buttons, and content menus.

The steps in developing web-based reading materials are commonly the same as those to develop website materials for the other skills. One difference in website reading materials is the variation of cues that provide hints about what is the most important (Eagleton and Dobler, 2007). A website which contains reading materials deals with many texts. Heading and captions may be available. However, the students may also get information

from icons, hyperlinks of keywords, bright colors used for highlighting text, and interactive graphics.

In web-based reading materials, there is a need to avoid providing many supporting graphics and texts. In regard to this issue, Eagleton and Dobler (2007) say that these visuals sometimes make the reader feel overwhelmed with the amount of information encountered on a webpage. The feeling of being overwhelmed make it difficult for the students to determine exactly what is and is not important. These visuals can be a distracter for the students in accessing the website.

In conclusion, any learning media which are connected to internet are alternative sources to enhance language learning. This kind of media contains materials which are designed based on the aims that the material designers want to achieve. Thus, the materials can be created or designed from many sources such as exercise generators from online websites or any printable sources which then can be transformed into online learning materials. Hence, those materials can be accessed via internet.

## **5. Advantages and Disadvantages of Web-Based Materials**

In accessing web-based reading materials in a classroom, there is a need to implement web-based learning approach to cover all of the activities using sets of computer which are connected to internet. There are many considerations in implementing web-based learning in classroom setting because the procedures are totally different from that of classical teaching and

learning process using course books. The learners' needs, the goals, the materials also have to be taken into account for the effectiveness of using web-based learning.

However, there are many arguments for and against which are related to the use of web-based materials, including web-based reading materials, in the teaching and learning process. Fee (2009: 32) mentions some of the benefits of using web-based materials. The first, the learning process which uses web-based materials can be one of the possible ways to make learning runs well. For example, when the students are not well facilitated, in terms of course books, additional learning sources, challenging individual activities, and comfortable learning atmosphere, web-based learning may become the solution. Students can explore many sources from the internet which means they have freedom to choose what they need.

The second, web-based materials save on cost. It means that students do not need to print the materials out into papers which cost much. Printed page or paper-and-pen technology remains linear because students can only turn pages forth to get complete information (Nation: 2009). Since there are now many places which offer free wireless internet connection, or commonly called as wifi, it makes students easily access the web-based materials. Hence, there is a significant thing that leads the students to reduce the global warming in terms of reducing the use of papers.

The third, delivering materials which are connected to the internet is considered faster than delivering materials by presenting them in front of the

class, which are considered as a time consuming activity. Pencil-paper activities which are usually used in every classroom activities are not always better in dominant classroom activities than the non-pencil-paper activities. There should be something different to avoid boredom. To save the time and to maintain the effectiveness of material delivering, web-based materials are something worth to be used.

The fourth, web-based materials give more opportunities to students' engagement in the materials being discussed. Since the materials are designed for individual instructions, it is effective to promote students' engagement towards the activities. This may lead the students to become autonomous learners. There is a freedom involving their way to learn the materials.

The fifth, using web-based learning can exploit students' enthusiasm for digital technologies. Comparing to delivering materials by presenting them in front of the class, delivering materials using digital technology such as a computer which is connected to internet is more motivated for students.

The sixth, web-based materials can be very adaptable to changes, through speed of publishing and updating. Hence, those materials maintain the current issues which are much told by many people. The last, web-based materials offer a highly student-centered solution. As the impact of individual instructions, it requires students' awareness to solve their own problems in doing activities during a web-based learning process.

In addition, Cantillon, Jollie, and McKimm (2003: 872) state that there are some specific advantages of using web-based learning, which are closely related to the use of web-based materials. They are as follows.

#### Advantages of using web-based materials

- Ability to link resources in many different formats;
- Can be an efficient way of delivering course materials;
- Resources can be made available from any location and at any time;
- Potential for widening access- for example, to part time, mature, or work based students;
- Can encourage more independent and active learning; and
- Can provide a useful source of supplementary materials to conventional programs.

In accordance with the advantages of using electronics materials, accessing web-based reading materials is actually interesting and useful. The use of a set of computer which is connected to the internet is very motivating. Moreover, using computer to access web-based reading materials is helpful for learning to read, write, and spell. The keyboard of the computer has an important role to do so. When the students are typing a word in the keyboard, they will unconsciously spell the word that they type. It makes them be more careful to write and read something as they must to do when they work with computer. Hence, it promotes students' language skills and students' technology literacy.

On the other hand, multimedia and internet are flexible because students can jump forth and back easily. It helps them get information as they want freely. Multimedia and internet are also regarded as multiple channels which provide many features such as sounds, animations, audios, and videos.

Their colorful appearance makes them more attractive than that in the course books.

With regard to the advantages of web-based materials, there are also some disadvantages of them. Cantillon, Jollie, and McKimm (2003: 872) state that there are several disadvantages in using web-based materials. Those are as follows.

#### Disadvantages of web-based materials

- Access to appropriate computer equipment can be a problem for students;
- Learners find it frustrating if they cannot access graphics, images, and video clips because of poor equipment;
- The necessary infrastructure must be available and affordable;
- Information can vary in quality and accuracy, so guidance and signposting is needed; and
- Students can feel isolated.

In conclusion, web-based reading materials have more advantages than printed materials. They have many features that cannot be found in course books. Web-based materials are more motivating since they involve technology as the medium of learning. Moreover, they are much cheaper than course books or any printed materials.

## **B. Relevant Research Studies**

Developing web-based materials for classroom learning purposes is not a new issue. There were some studies conducted earlier in various developed English skills. One of the research studies was conducted by Mumpuni.

Mumpuni (2010) conducted a study on developing web-based reading materials for grade X students of SMA. She conducted her study in SMA N 1

Sleman. The aim of her study was to develop a set of web-based reading materials for grade X students of SMA. She took twenty students of grade X as the sample of her research study. From the results of her research study, after implementing the product, she had some points to revise her product. However, she did not revise because there was a term from her website provider that did not allow her to do any revision on her product.

Another study was conducted by Oktaviani (2012). Her study focused on designing web-based writing learning materials for grade X students of SMA. She conducted her study in SMAN 8 Yogyakarta. She took 32 students of grade X as the sample of her research study. The result of her research study showed that her product was good and there was no need to revise after implementing the product. In addition, the web-based writing learning materials that she was designed could enhance the students' motivation in learning writing.

Study in this field was also conducted by Christa (2012). The aim of her research study was to design a set of web-based listening materials for grade eight students of SMP. The research study was conducted in SMPN 8 Yogyakarta. She took 30 students as the sample of her research study. The result of her research study showed that the product of her research was good. However, there were some revisions in terms of video and audio quality.

### **C. Conceptual Framework**

In developing web-based reading materials for the eighth grade students of junior high schools, a number of factors are worth considering. In accordance with

the important roles of reading in English teaching and learning process in junior high schools, there is a need to provide many reading materials to support reading practices in classroom. Reading is taught based on SC and BC. It is aimed to help students achieve the learning competence as stated in SC/BC. Besides, for the students of junior high school level, reading is taught to achieve the functional literacy level. Hence, it is important for the students to be able to comprehend different genre of texts such as recount, descriptive, procedure, report, narrative, and discussion either formally or informally.

To achieve the learning competence, to meet the functional literacy level, and to comprehend different genre of texts, there is a need to hold effective learning activities. To make learning activities effective, a lesson plan must be made first before implementing the learning activities in the classroom. Besides, there is a need to provide good learning material sources. Good learning activities and good material sources influence the engagement of students' performance in the classroom. Thus, it impacts the students' achievement.

In fact, materials for reading are limited to be accessed by the students. The only information that the students get is the course books that they use during the English lesson. Those course books are provided by the school. They are used for many years so it makes the condition physically worse every year. The pages are no longer clean. There is too much handwriting everywhere. Sometimes, there are some missing pages in some course books. In addition, those materials are in the forms of printed sources which sometimes are frustrating for the students because



it often happens to them to have those printed materials lost when they need them. Sometimes the students find their books are not in their bag.

There is also another ineffective usage of course books because the books which are provided by the school are limited. Thus, there is a condition which a course book must be shared for two students. It becomes ineffective since it may lead the students to lose their focus during the classroom activities, especially reading activities.

With regard to the previous issues, there are actually web-based reading materials which have many advantages. They provide many sources as the key points of using websites which links one website to another. Many features are available in web-based reading materials. Those features cannot be found in any course books. Besides, web-based materials are considered as a flexible source since it can be accessed everywhere and anywhere as long as there is an internet connection.

Based on the discussion above, conducting a research study in developing web-based reading materials will be a valuable contribution. This study is aimed to develop a proper set of web-based reading materials for a certain grade student of junior high schools. Therefore, it refers more to the theories of reading which comprise all related aspects of reading which influence to this study. Besides, theories of web-based materials are also worth influencing. Most computer assisted language learning materials including web-based sources are not written for classroom purposes (Tomlinson, 2008: 112).

### **CHAPTER III**

#### **RESEARCH METHOD**

The theories of relevant studies of this study have been discussed in the previous chapter, which mainly discusses and aims at developing web-based reading materials for the eighth grade students of junior high schools. In this chapter, the research method will be elaborated more clearly.

##### **A. Type of the Study**

Based on its purpose, this study is classified into research and development study. Research and Development (R & D) is a development model in which the findings are used to design new products (Gall, Gall, and Borg, 2003: 569). Gall, Gall, and Borg also add that the products will then systematically be field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards. The product of this research study is web-based reading materials for the eighth grade students of junior high schools.

##### **B. Subjects**

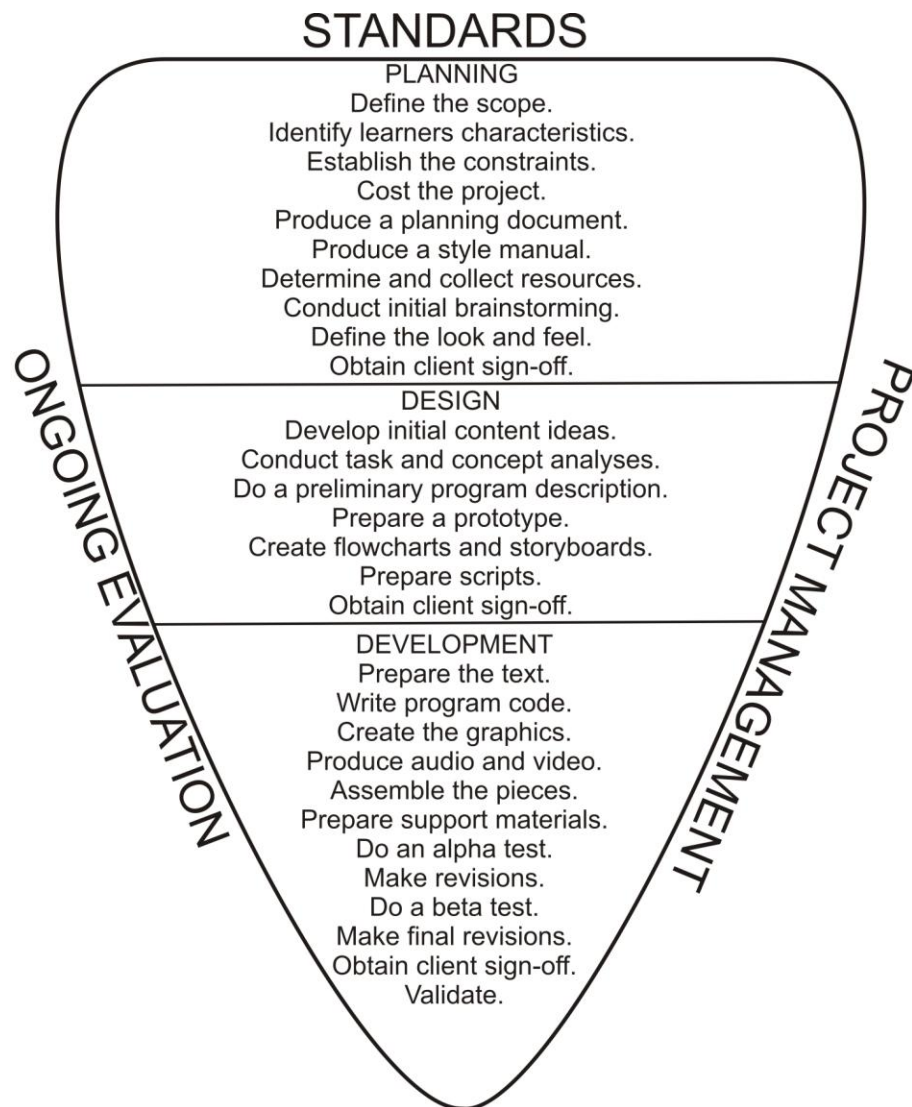
Subjects of this research were the students of the eighth grade of SMPN 2 Playen in the academic year of 2012/2013. There are 32 students in each class. The age of the students varied from 12 to 14 years old.

### **C. Setting**

The research study was conducted in SMPN 2 Playen Gunungkidul, in grade VIII. The school is located in Jl. Raya Wonosari – Jogja, Gunungkidul. There were four classes in grade VIII, i.e. VIII-A, VIII-B, VIII-C, and VIII-D.

### **D. Research Procedure**

To develop this web-based reading materials systematically, a model is required. Hence, the researcher developed the web-based reading materials by adapting the model proposed by Alessi and Trollip (2001). They state that a good multimedia development should follow the three phases (2001: 409 - 412). The followings are the three phases of the model which are proposed by Alessi and Trollip.



**Figure 2. The Model for Design and Development Proposed by Alessi and Trollip (2001: 410)**

Adapting the model for design and development proposed by Alessi and Trollip (2001) with some modifications, the research study was conducted as the following phases.

a. Phase 1 – Planning

- Defining the scope.

The area of the development was described.

- Identifying learners' characteristics.

The learners' characteristics that would be the participants of the try out were investigated. These characteristics included the age, gender, language acquisition, and computer literate.

- Producing a style manual.

A document of the steps was created to develop the web-based materials systematically.

- Determining and collecting resources.

The material sources that were presented were found out, selected, or established.

#### b. Phase 2 – Design

- Developing initial content ideas.

The mapping of the web-based reading materials was created including the order, the length, and the number of the materials.

- Conducting a task and concept analysis.

The tasks and concepts that were used in presenting the materials were investigated.

- Creating flowcharts and storyboards.

The chart of the contents placement was made to be a guideline for making storyboards. Storyboarding is a process on making a detail,

structural and systematical step by step planning on how the web will be designed.

- Preparing the scripts.

The scripts that were used in the materials including audio were created.

c. Phase 3 – Development

- Preparing the text.

The materials were prepared to be transferred into the website.

- Writing program code.

The codes which built the basic website were written by referring to the storyboards.

- Creating the graphics.

The graphics in the forms of pictures or animations were created to support the materials presentation.

- Producing audio and video.

The audios and videos were produced if they were required to support the materials presentation.

- Assembling the pieces.

The texts, graphics, audios, and videos were rendered into one piece.

- Preparing supporting materials.

Some relevant supporting materials were provided to enrich the materials.

There were some website addresses which will be linked to the web-

based reading materials. Some of them consisted of quizzes, puzzles, and extra activities.

- Doing an alpha test.

The website was consulted to the media expert and also the materials expert.

- Making revisions.

The website was revised based on the media and materials experts' evaluation.

- Doing a beta test.

The website was tried out to the participants.

- Making final revisions.

The website was revised based on the participants' evaluation.

- Validating the program.

The final media was made in a complete appearance.

## **E. Data Collection Techniques**

The data of the research were collected from questionnaires and interviews. The questionnaires consisted of two parts namely open-ended items and close-ended items. Thus, there were two kinds of data obtained, namely qualitative and quantitative data. Qualitative data were obtained from open-ended items in the questionnaires, followed by interviews. In addition, there were also quantitative data obtained from close-ended items in the questionnaires.

## **F. Research Instruments**

The instruments which were used in this research are questionnaires and interview guidelines. A five Likert scale was used to find out how strong the students' feelings are, towards the effectiveness of the media. The scoring for five-level Likert scale is: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree. As stated by Alessi and Trollip (2001: 548 – 549), evaluating a multimedia project can be done by using two kinds of tests, namely alpha and beta test. The major test that is conducted by the design and development team is called alpha test. In this study, the design and development team were the materials and the media experts. Beta testing is the test which is addressed to the clients (participants). In this study, the researcher involved the eighth grade students of a certain junior high school. Both alpha and beta tests were consisted of two items, namely open-ended and close-ended items. The organization of the questionnaires for alpha and beta testing was presented as follows.



**Table 2: The Organization of the Questionnaires**

No.	The Purpose	Item Number	References
Material Aspects			
1.	To find out the relevance and the appropriateness of the materials.	1, 2	BSNP (2006), Nunan (2004:174), Tomlinson (2008:120), Nesbit, Li, and Leacock (2005: 104)
2.	To find out the suitability of the materials to the students.	3	
3.	To find out the appropriateness of the tasks’ structure.	4, 10, 12	
4.	To find out the materials’ attractiveness.	5, 8, 19	
5.	To find out the use of accurate and natural language.	6, 7, 9, 11, 13	
6.	To find out the setting of the tasks.	14	
7.	To find out the effectiveness of learning presentation.	15, 16, 20	
8.	To find out the learning presentation’s requirements.	17, 18	
Media Aspects			
1.	To find out the appropriateness of the presentation design of the web.	1, 2, 3, 7	Brandl (2002:96), Nesbit, Belfer, and Leacock in Leacock and Nesbit (2007:45), Mayer in Mishra and Sharma (2005:14), Clark and Mayer in Fre and Sutton (2010:4), Stemler (1997:2), Lee and Owens (2004:145), Nesbit, Li, and Leacock (2005: 104), Aguilar (2011:2)
2	To find out the instructional web use clarity.	4, 5, 11, 12	
4	To find out the accessibility of the web.	6, 19	
5.	To find out the availability of feedbacks and adaptation.	17, 18	
6.	To find out the students’ motivation towards the use of the web.	20	
7.	To find out the quality performance of the displayed video and audio components and physical appearance.	8, 9, 10, 13, 14, 15, 16	

Interviews were used as another instrument in this research. They were used to gather information about students' feedback, opinion, and suggestion to complete the data from open-ended items in the questionnaire.

### **G. Data Analysis Techniques**

Descriptive statistics was used to analyze the quantitative data. Then, the data was analyzed by measuring the central tendency (mean) and the variability (standard deviation). The mean was calculated by the following formula as proposed by Suharto (2006: 51) below:

$$Mn = \frac{\sum fX}{N}$$

In order to make the above quantitative data easier to read, those data were converted into the interval of mean values on a scale of 1 to 5 using the range of the factual score. Suharto ( 2006: 52-53) states that the range of the score can be used to create score conversion by dividing the range of the objected categories as follows.

$$R = \frac{Xh - Xl}{5}$$

R = range (interval value)

X<sub>h</sub> = highest score

X<sub>l</sub> = lowest score

5 = categories

Besides, the variability (standard deviation) was also calculated to measure the dispersion among the scores (or how spread out the data are) around the central measure. It tells us the “average” difference between individual scores and the group mean. The standard deviation was calculated by the following formula as proposed by Furlong, Lovelace, and Lovelace (2000).

$$\sigma = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

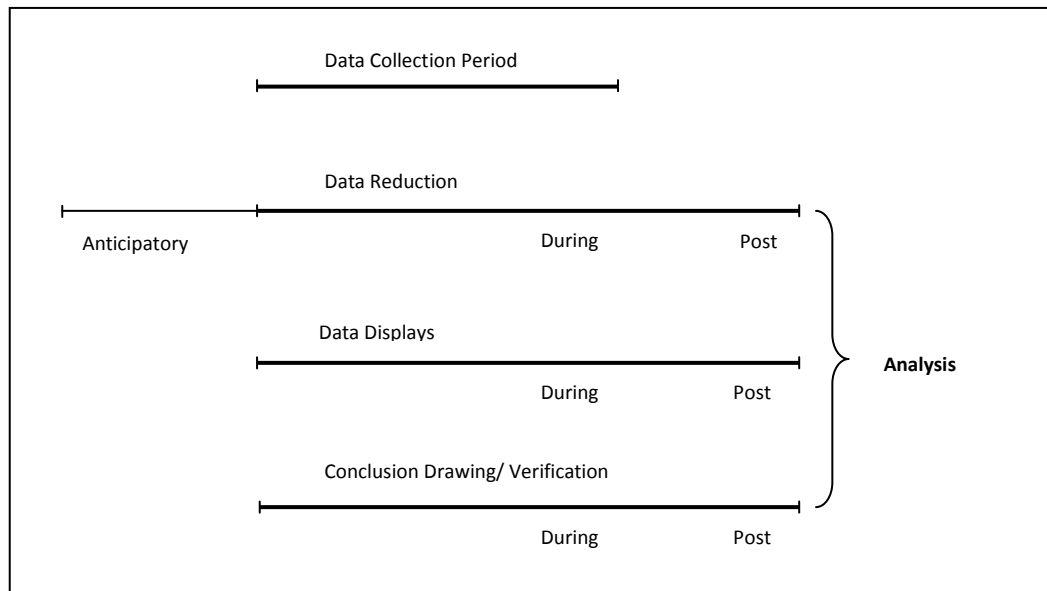
$\sigma$  = standard deviation

$\Sigma$  = sum of

x = each value in the data set

n = number of value in the data set

Moreover, there were qualitative data obtained from interviews and open-ended items in the questionnaires. The interviews were recorded and then transcribed. The students' feedback, opinion, and suggestions were gathered from open-ended items of the questionnaire. These data was analyzed qualitatively by following the model of qualitative data analysis proposed by Miles and Huberman (1994: 10). The following is components of data analysis proposed by Miles and Huberman which are drawn in a flow model.



**Figure 3. Components of Data Analysis: Flow Chart**

After the data were collected, they were then reduced. The data reduction comprised the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Right before the process of data reduction, there was anticipatory. It occurred as the researcher decided which conceptual framework, which cases, which research questions, and which data collection approaches to choose.

Then, after reducing the data, the researcher displayed the data. Data displays could be in the form of matrices, graphs, charts, and networks which were relevant to assembly information that permits conclusion drawing and action. When all the data reduction and displays were done, the data then was drawn to conclusion or verification.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DSCUSSIONS**

#### **A. Research Findings**

This chapter presents the findings of the research which was conducted from November 5<sup>th</sup>, 2012 up to November 24<sup>th</sup>, 2012. The product and the research data are described, analyzed, and discussed.

##### **1. Planning**

###### **a. Defining the Scope**

The limited sources which are used in reading activities, the availability of the Internet connection, and the lack of technology involvement during the reading activities become the considerations in developing the web-based reading materials. The materials which were developed were those which were included in the first semester of grade eight of junior high school level.

This study used the *Standar Isi* as the basis on the web-based materials development. The contents were based on the Standard of Competence and the Basic Competence. Topics were chosen based on the suggestions of the English teacher by referring to the syllabus she had made. Hence, this study did not address any questionnaires before the materials development process.

As stated in the Standard of Competence and the Basic Competence (abbreviated SC/BC hereafter) for the junior high school level in the first semester, there are two kinds of genre texts that should be taught i.e.

descriptive and recount. The following is the SC/BC for reading skills as stated in the *Standar Isi* for the first semester students of grade eight.

As stated in the SC/BC, according to the *Standar Isi* (BSNP, 2006), the reading competence for the eighth grade students in the first semester is “Comprehending the meaning of short written functional texts and essays in the forms of descriptive and recount which are related to the surrounding environments. It means that students are required to be able to identify short written functional texts and essays”. The texts and essays are limited in the forms of descriptive and recount, which are related to the students’ daily life. Hence, the texts and essays are expected to be as similar as the real condition. Thus, they will usually find them in their daily life.

The basic competence covers some micro-skills for reading that are relevant to be applied for the students of grade eight in the first semester. Reading aloud simple written functional texts and essays in the forms of descriptive and recount means that students have to be able to read aloud descriptive and recount texts or essays in an appropriate way. Responding to the meanings of short functional texts means that students have to be able to comprehend and respond functional texts that they find in their society. Responding to the meanings and rhetorical steps in short descriptive and recount essays means that students must understand the function and structure of descriptive and recount texts.

Based on the SC and BC for the reading skills for the eighth grade students of junior high schools, there is one standard of competence. Hence,

the course grid was developed from the basic competence 5.1, 5.2, and 5.3. Those three basic competences were developed into two main categories, namely descriptive text and recount text. Then, each category was developed into three units. So, there were six units that were developed in the materials. Those six units used certain topics which were related to the students' daily life.

The first category is descriptive. There are three units which were developed i.e. *The Animal that I Love*, *My Gorgeous Idol*, and *Wonderful Places to Go*.

The second category is recount. There are three units which were developed i.e. *My Dear Diary*, *My Unforgettable Experience*, and *The Great People in the World*.

b. Identifying Learners' Characteristics

SMP N 2 Playen has four classes in the eighth grade i.e. class VIIIA, VIIIB, VIIC, and VIID. The researcher took class VIII A and VIII D because these classes had not had the same time as computer class, so that these classes can use the computer laboratory.

**Table 3. Data of the Respondents**

Class	Male	Female	Age
VIII A	8	24	12-14
VIII D	20	12	12 - 14

These two classes have different numbers of female and male students. The female students dominated the class VIII A. The male student is only one third of female students. Learning activities ran well. The female students were enthusiastic in learning activities. They were actively asking something that they did not understand, and working on their self-confidence. The male students seemed not much talking in doing the learning activities. They preferred asking their friends for something they did not know, to asking the teacher.

The class VIID, on the other hand, had different situation. The class consisted of male students than the female students. The classroom activities went quite hard. Those male students inclined to have disruptive behavior. They preferred doing what they wanted, to doing what the teacher asked them to do. Extra attention to those who disrupted the others was badly needed.

Since in the seventh grade students had got computer classes for a year, which was continued to the eighth grade, and there had been also a computer extracurricular held by the school, the students' computer literacy is quite good. Hence, it was so feasible to implement the web-based reading materials for the eighth grade students.

#### c. Producing A Style Manual

A style manual was produced as a guideline on how the website and the materials can be accessed in the website. It consisted of the steps of developing the web-based reading materials.



There were some points which were used in creating the manual. They are as follows.

- 1). Preparing the documents which were needed for the material presentation, e.g. online worksheets and online programs.
- 2). Preparing the hardware and software which were used in developing the web-based reading materials.
  - A set of computer with minimum requirements: personal computer with an Intel Pentium dual-core processor, 14,1 inch wide monitor, 80GB HDD, 512MB DDR2, 802.11b/g WLAN, Mobile Intel Graphic Media Accelerator X3 100, Windows XP.
  - *Xampp* and *Joomla!* 1.15.23 to build the website. *Joomla!* is one of the website builders which can be easily modified since there were many extensions and templates which can be downloaded from internet.
  - *Corel Draw Graphic Suite X3* to create the graphics or any files with \*.jpg, \*.gif, \*.jpeg, and \*.png extension.
  - *Adobe Flash Professional*. This software is commonly called as Flash. It is used for creating animation, and any interactive applications in the website. The extension of the files which are created by Flash is \*.swf . To access this extension, a personal computer needs *Adobe Flash Player*.
  - *Audacity* is an audio recorder program which is easy to use. It can be downloaded freely from internet.

#### d. Determining and Collecting the Resources

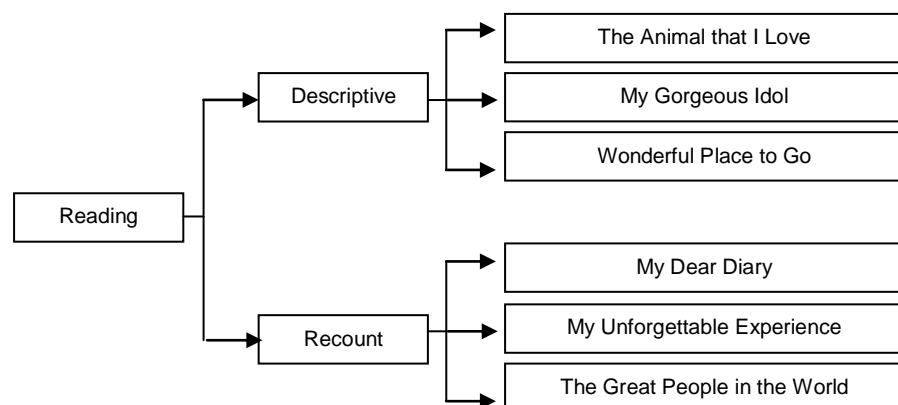
After gathering the materials from any sources, the researcher then chose the suitable materials to be inputted in the website. Those materials then were compiled. The sources of the materials were noted in order to give information that the materials were not created by the researcher or the web developer, but they were adapted from any sources.

The materials were adapted from some websites which contain suitable materials for eighth grade students. Besides, there were some electronic books, such as *Buku Sekolah Elektronik* (BSE) for students of grade eight which also became the sources. Materials from some course books were also adapted.

## 2. Design

#### a. Developing Initial Content Ideas

In this step, the mapping of the web-based reading materials was created, including the order and the number of the materials.



**Figure 4 The Mapping of the Materials**

#### b. Conducting Concept Analysis

The concept of the tasks was created in this step. Tasks presentation was investigated and developed. The materials consist of two main elements i.e. explanations and exercises. Those two elements were ordered and given initials. The titles for the activities in *The Animal that I Love* were *Animal 1*, *Animal 2*, *Animal 3*, etc. In *My Gorgeous Idol*, the titles for each activity were *Idol 1*, *Idol 2*, *Idol 3*, etc. In *Wonderful Place to Go*, the titles were *Place 1*, *Place 2*, *Place 3*, etc. The activity titles in *My Dear Diary* were *Diary 1*, *Diary 2*, *Diary 3*, etc. The titles of the activities of *My Unforgettable Experience* were *Experience 1*, *Experience 2*, *Experience 3*, etc. For *The Great People in the World*, there were *People 1*, *People 2*, *People 3*, etc.

Both the explanation and the exercise mostly used flash program which provides interactive modes such as feedbacks and animations. Besides, some exercises were developed using *Corel Draw* to make them in the forms of graphics.

The activities in the website varied from simple to complex ones. There were true false, matching, multiple choices, short essay, fill in the blank, sequence, and multiple responses.

#### c. Creating the Flowchart and Storyboards

The chart of the content placement was made to be a guideline for making storyboards. A flowchart is a flow model of the structure and the order of the pages placement. It is a rough design of the website structure.

The flowchart will be a great consideration in creating the menus of the website. Each page of the website belongs to a menu or a sub-menu. Hence, it is a need to make a flowchart to decide which pages belong to certain menus. The following figure is the flowchart of the website which was developed.

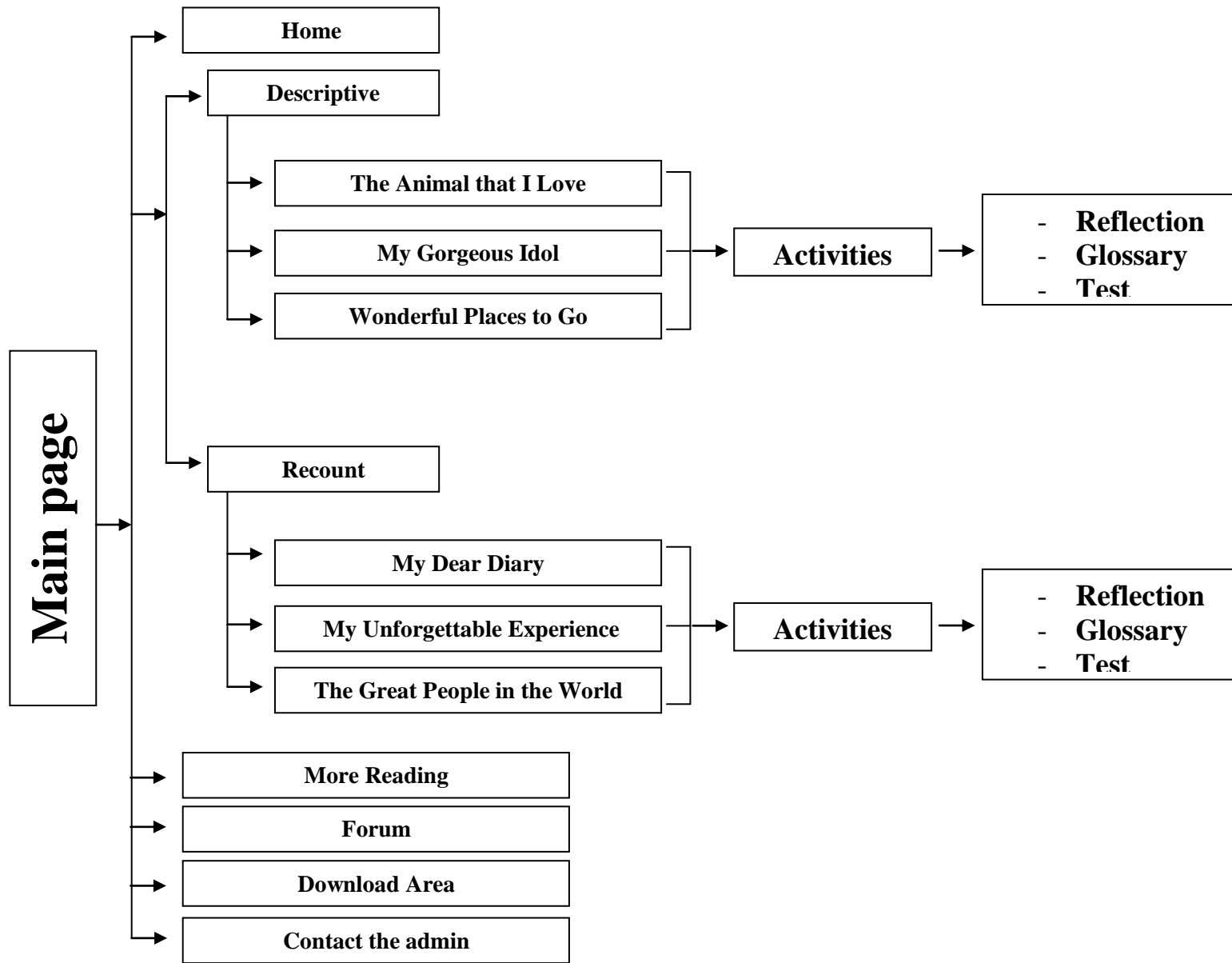


Figure 5. The Flowchart of the Website

After making the flowchart of the website, the next step was creating a storyboard of the website. A storyboard is a detail, structural and systematical step by step planning on how the website would be designed. It basically is a design showing what will be in the website and how the website will be operated. It can be on the form of sketches of boxes, with details on what it represents, how it looks, and where or what it will lead to the next. The storyboard was first made through sketches on pieces of paper. Then, it was made in the form of word document.

There are actually five main components in the website. The first is the register form or login form. This is used for a user to be a registered user. Users can use the website without registering an account or logging-in their account. However, unless they are registered users, they are not allowed to give comments, to join the forum, and to download the files.

The second component is menus and sub-menus. The menus consist of *homepage*, *descriptive*, *recount*, *more reading*, *forum*, and *download area*. The *homepage* is the first page of the website when the users are visiting the website. It consists of what to do to access the website. It also shows how to contact the administrator. There are some social media icons in the bottom right corner of the website with “contact the admin →” on their left side. The *descriptive* menu consists of three sub-menus i.e. *The Animal that I Love*, *My Gorgeous Idol*, and *Wonderful Places to Go*. The *recount* menu also consists of three sub-menus i.e. *My Dear Diary*, *My Unforgettable Experience*, and

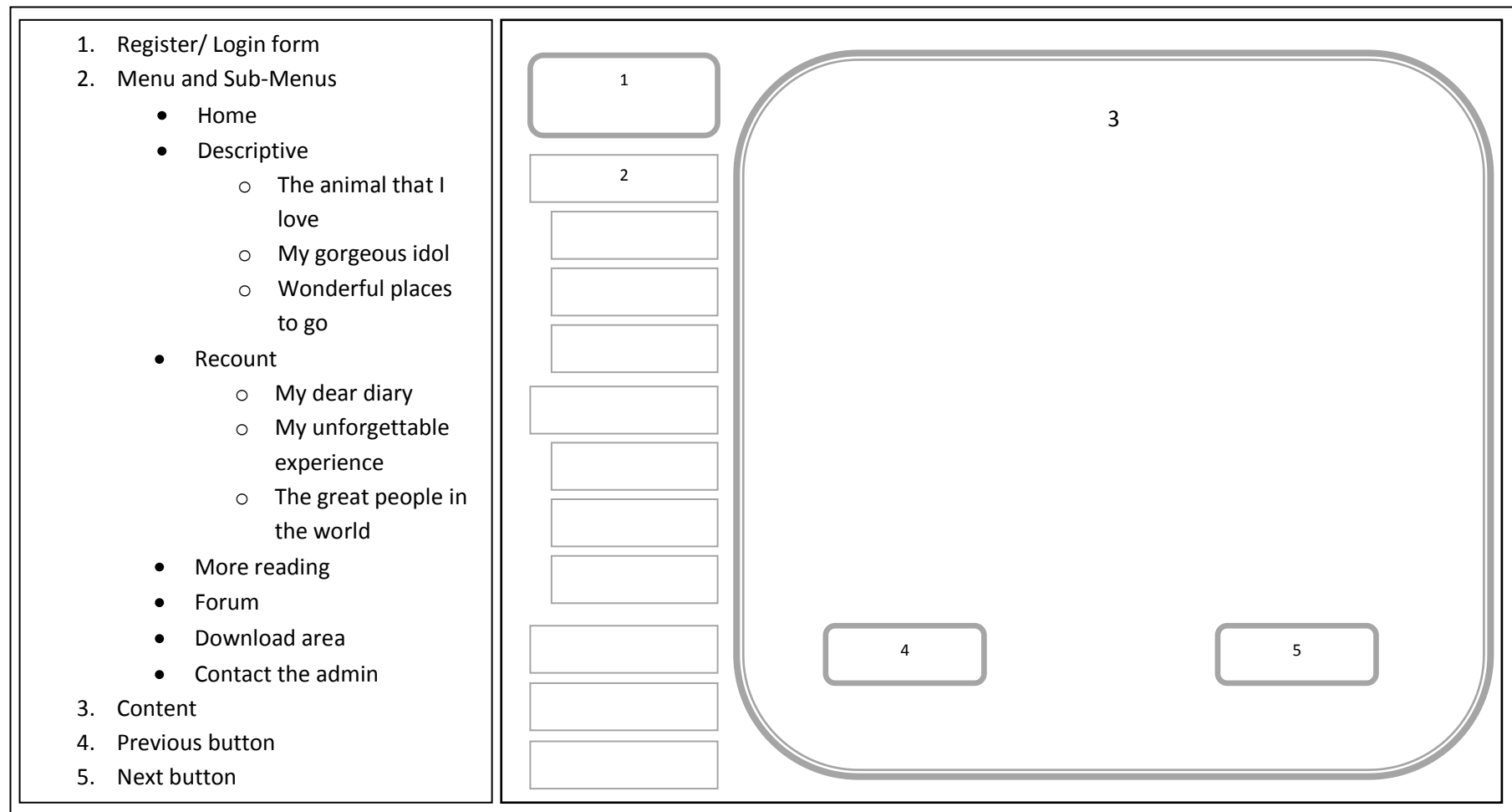
*The Great People in the World*. The users can freely choose one of them when accessing the website.

The *more reading* menu consists of some links which are related to descriptive and recount texts. They were taken from several websites. The *forum* menu can be used to have an open discussion among the students when they get some difficulties during accessing the website. However, the users have to registered users before to be able to access this feature. The *download area* menu consists of some files which were included in the website.

The third component is content. The content in the website is reading materials for the eighth grade students of junior high schools. The materials were developed based on the SC and BC for grade eight of junior high schools. Besides, the course grid which was made before also become a consideration in developing the materials. The materials were taken from many sources either printed or non-printed.

The fourth component is the back button. It is used for coming back to the previous page. In the last page of each sub-menu, the back button leads the users to the main menu.

The fifth component is the next button. It is used to come forward to the next activity when the users have already accomplished an activity. The following figure is the storyboard of the website.



**Figure 6. The Storyboard of the Website**



#### d. Preparing the Script

In this step, all the scripts which were used in the website were prepared, including the audio scripts. Since the materials were developed based on the SC/BC of junior high schools for grade eight, there is basic competence 5.1 which says *Reading aloud simple written functional texts and essays in the forms of descriptive and recount with appropriate pronunciation, stress, and intonation which are related to surrounding environments*. Based on this BC, there were some monologues of descriptive and recount texts which were included in the website.

There were three units which have monologue. Unit 2 *My Gorgeous Idol* has a monologue in the *Idol 3*, entitled “David Beckham”. Unit3 *Wonderful Places to Go* has a monologue in the *Place 3*, entitled “Borobudur Temple”. Unit 4 *My Dear Diary* has a monologue in the *Diary 1*. The last is Unit 5 *My Unforgettable Experience* has a monologue in the *Experience 3*.

Those monologues were inputted to the website after all the scripts of the monologue were made. The process of inputting the audios or monologues were not separated with the scripts. The scripts and the monologues were placed in a one page of the website.

### 3. Development

#### a. Preparing the Texts

The first thing that the researcher did in the development phase was preparing the text. The text means any materials which are in the forms of written text. As stated in the previous discussion, the materials in this website were taken either from printed sources including books and course books or electronic sources. Preparing the texts means preparing all of the data in the form of texts which were inputted in the website. The data can be the materials, the titles, the menus, the technical terms, and any supporting texts in the website.

#### b. Writing the Program Code

In this step, the researcher wrote the program codes. The codes which build the basic website were written by referring to the storyboards. Each component which was shown in the storyboard has to be transferred into program code to make it works. Thus, the function of program codes is to make the website elements work as they are supposed to be.

There are two main codes in the website development, namely template codes and content codes. The researcher only wrote the content codes because she used the template codes which were designed by Karin Scholls. The codes were already in the template package, which is named *Simple Joomla!*. The template codes were automatically written when the template was installed. However, the researcher made several changes in some parts to suit the template with the storyboard which had already been made.

The content codes of the website were made in the administrator site of the website, namely backend website. Here, the contents were transformed from texts to Hyper-Text Markup Language (HTML) codes.

c. Creating the Graphics

The buttons and pictures in the website were created using *Corel Draw Graphic Suite X3*. The animations were created using *Adobe Flash Professional*. Those graphics were transferred into files which were suitable to access using the minimal hardware requirements. The graphics which were created were purposed to support the materials presentation.

d. Producing Audio and Video

Some of the audios in the website were produced manually by recording someone's voice using *Audacity* and some others were downloaded from the internet. The videos were not created because they were only taken from *Youtube*. They were only linked from *Youtube* which then appeared in the website.

e. Assembling the Pieces

After all of the previous steps were completed, the next step was assembling all of the pieces. The texts, graphics, audios, and videos were transferred into scripts. They formed one piece of the whole materials. When they had been gathered all together, the first draft of the website was created. Then, all the files were put into one folder and it was called as the database of the website. The database then was uploaded in website hosting. The address of the website is [www.myreadingcorner.net](http://www.myreadingcorner.net). This website was called the first

draft. The print screen of the first draft of the website can be seen in the Appendix C. The followings are the detailed information of the first draft.

### 1). Registration/ Login Form

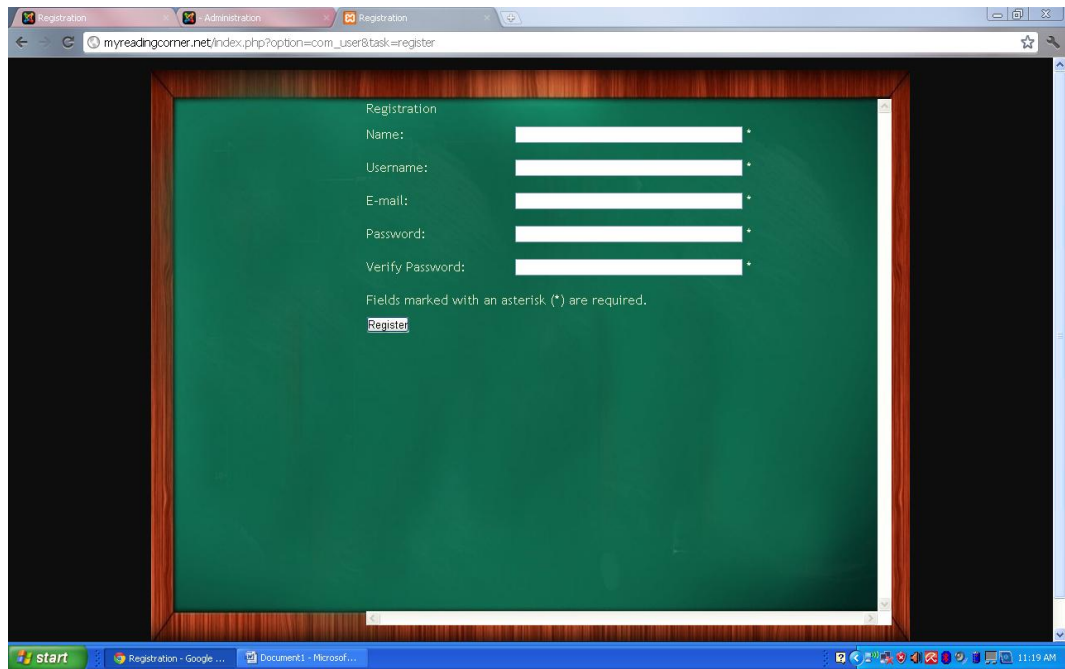
A screenshot of a web browser window displaying a registration form. The browser's address bar shows the URL "myreadingcorner.net/index.php?option=com\_user&task=register". The form is presented on a green chalkboard background with a wooden frame. It includes input fields for "Name:", "Username:", "E-mail:", "Password:", and "Verify Password:", each followed by a small asterisk indicating required fields. Below the fields, a note states "Fields marked with an asterisk (\*) are required." and a "Register" button is visible. The browser window also shows several tabs at the top and a Windows taskbar at the bottom.

Figure 1. The Registration Form

Before accessing the website, the students must fill in the registration form by clicking on the word *register* in the homepage. The students can also click on the *Create an account* in the upper left corner of the website.

Once the students register their account, they can log-in to the website using their username and password. If they have already logged-in, they can access all of the features in the website.

## 2). Homepage Menu

The *Homepage* contains the information about the contents of the website, and how to access the website. The following figures illustrate the *Homepage*.



Figure 2. The *Homepage*

## 3). Descriptive Menu

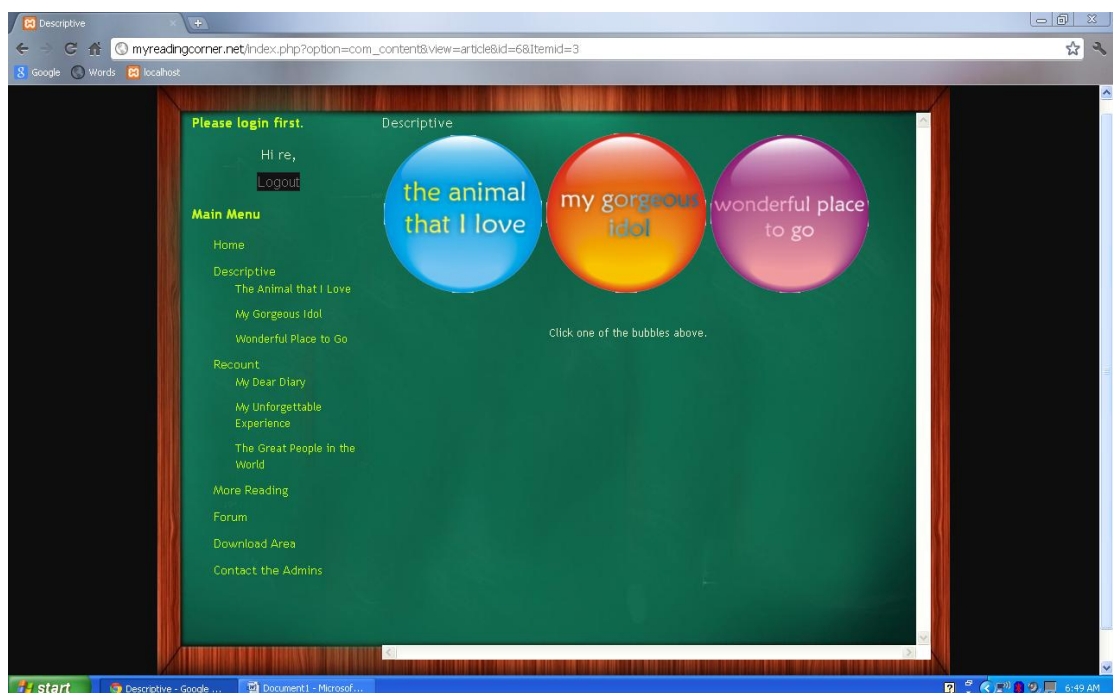


Figure 3. Descriptive Menu

Descriptive menu has three sub-menus. Each menu has different focus. There are *The Animal that I Love* which focuses on describing an animal, *My Gorgeous Idol* which mainly describes a person, and *Wonderful Places to Go* which focus on describing a place. Figure shows the appearance of the *Descriptive Menu*.

#### 4). The Animal that I Love Page

*The Animal that I Love* has a sequence of activities which focus on descriptive texts that describe animals. As the very beginning of a lesson, this page consists of a quiz. Students have to click on the quiz picture as shown in the Figure 4.

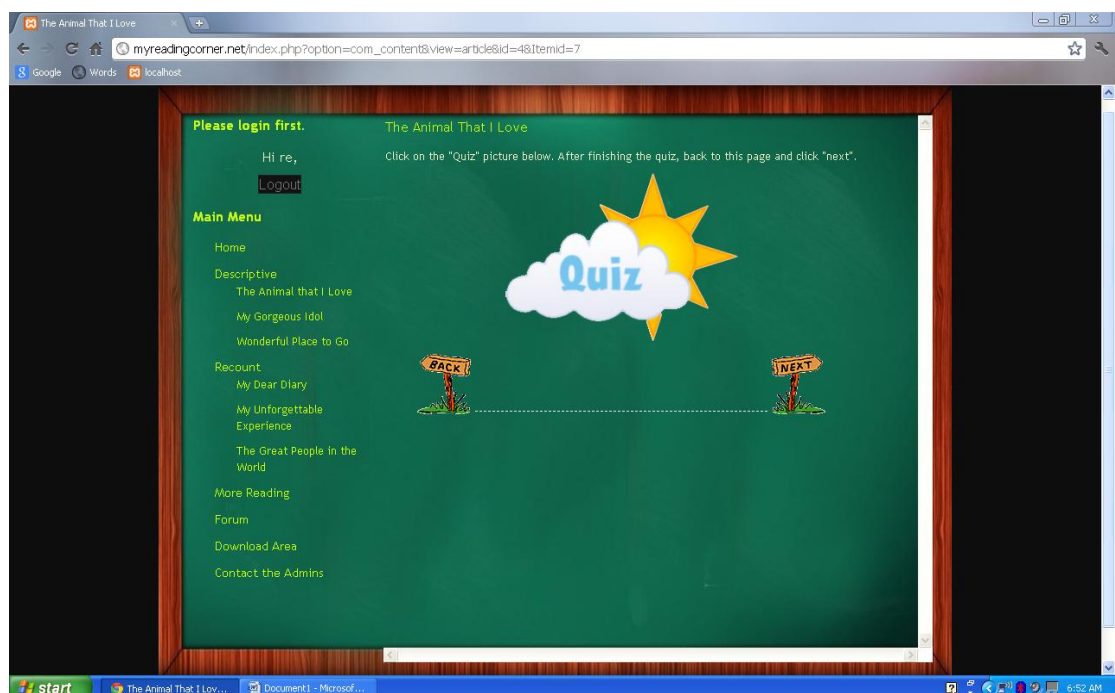


Figure 4. The Animal that I Love Page

### 5). Activity 1

Activity 1 of the first topic of descriptive text is a matching activity. There are some pictures of animal and their descriptions. The students must click and drag on the right boxes and stick them to the left ones according to their appropriate descriptions. The following figure shows the appearance of the *Activity 1*.

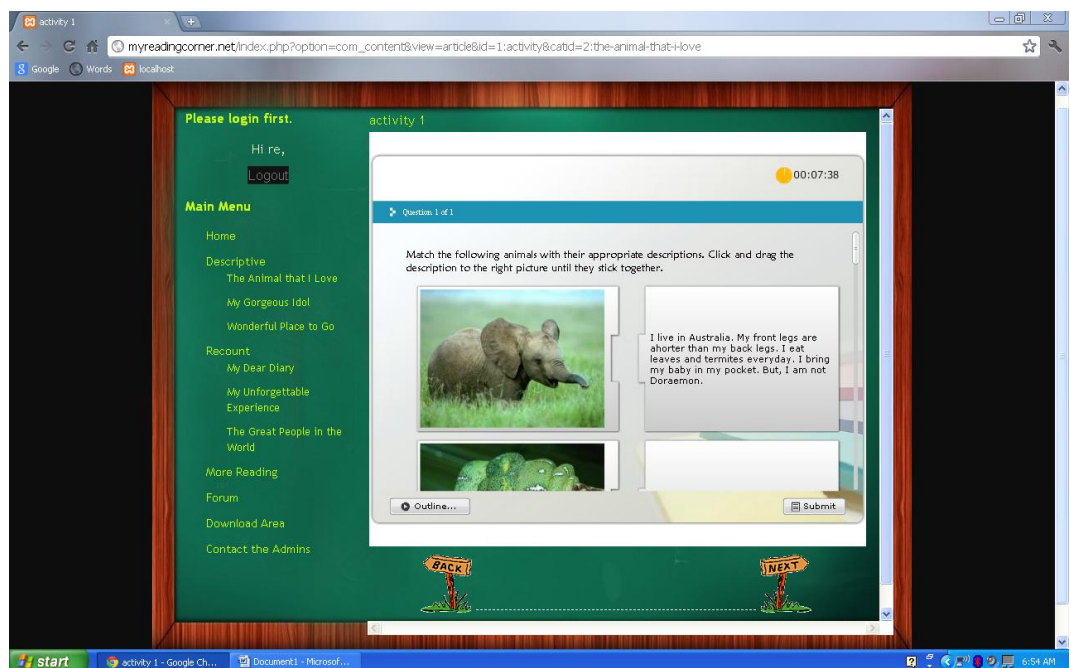


Figure 5. Activity 1

### 6). Activity 2

In the *Activity 2*, students are given a text. In the end of the text, they have to guess what kind of animal that is described in the text. They can submit their answer on the comment box below the text.



Figure 6. Activity 2

### 7). Activity 3

After accomplishing *Activity 2*, the students are given short explanation about what a descriptive text is, and what its generic structures are. The explanations are in the forms of flash animation. The following figure shows the look of the *Activity 3*.





Figure 7. Activity 3

## 8). Activity 4

In the *Activity 4*, students are given an example of descriptive text.

Besides, the generic structure of the text is shown in each paragraph.

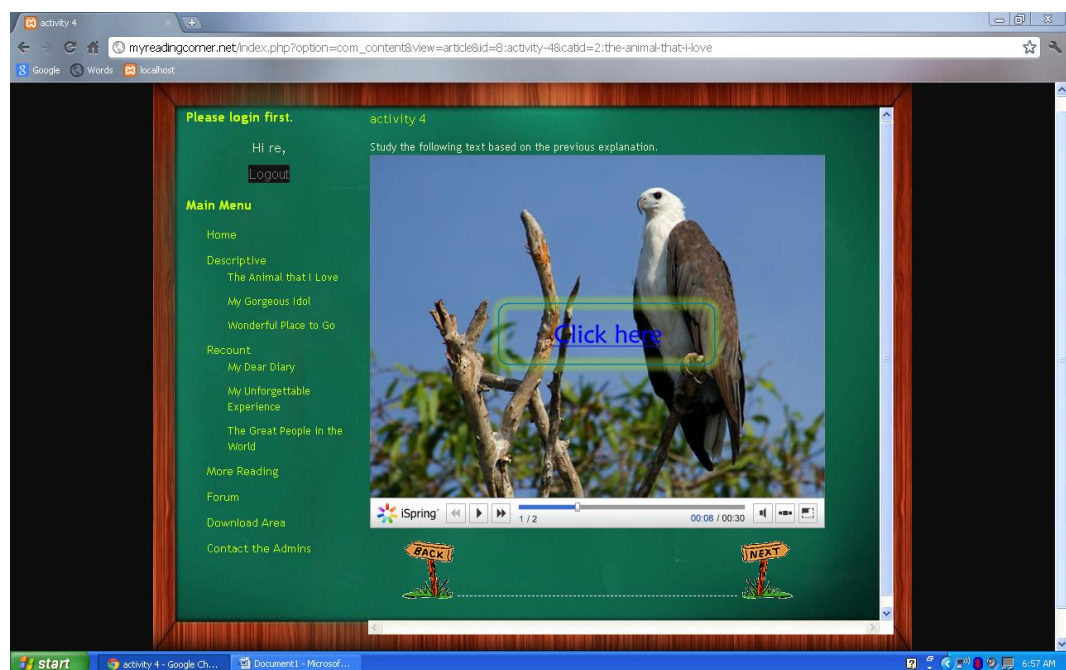


Figure 8. Activity 4

### 9). Activity 5

After studying the generic structure of a descriptive text, in the *Activity 5*, students are given short information about the characteristics of a descriptive text.

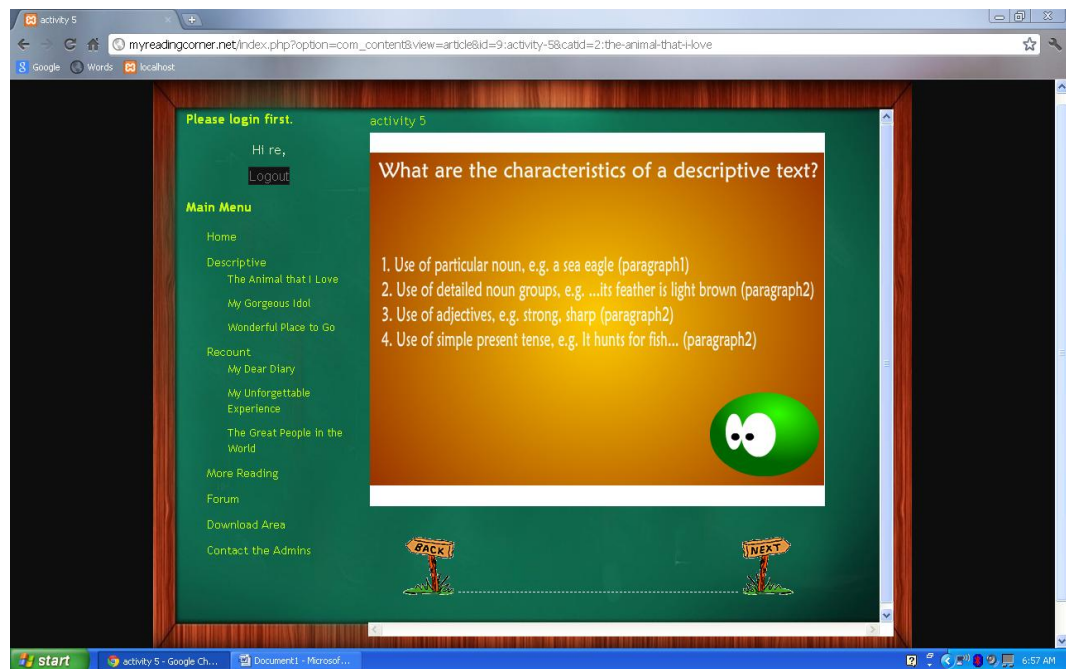


Figure 9. Activity 5

### 10). Activity 6

The *Activity 6* provides some true false questions related to the previous text. Students have to click on one of the circles in front of the choices. After the students accomplish the activity, the score will show and information whether the students pass the activity or not will also appear.

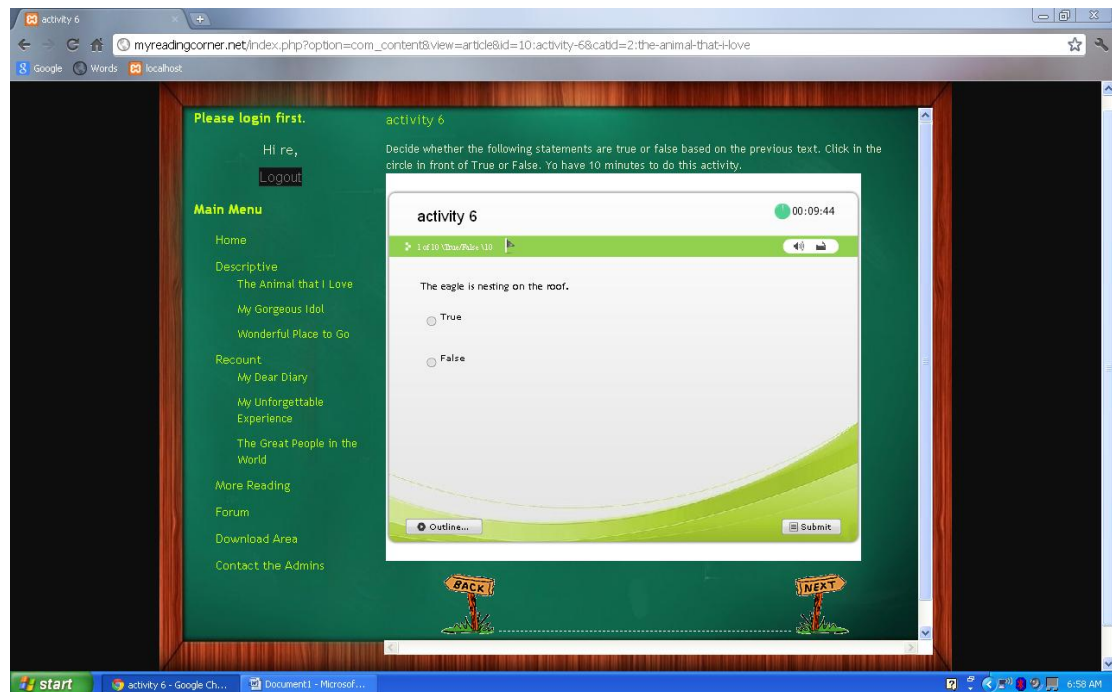


Figure 10. Activity 6

## 11). Activity 7

The *Activity 7* is an activity which aims to know the students' knowledge about distinguishing the adjectives.

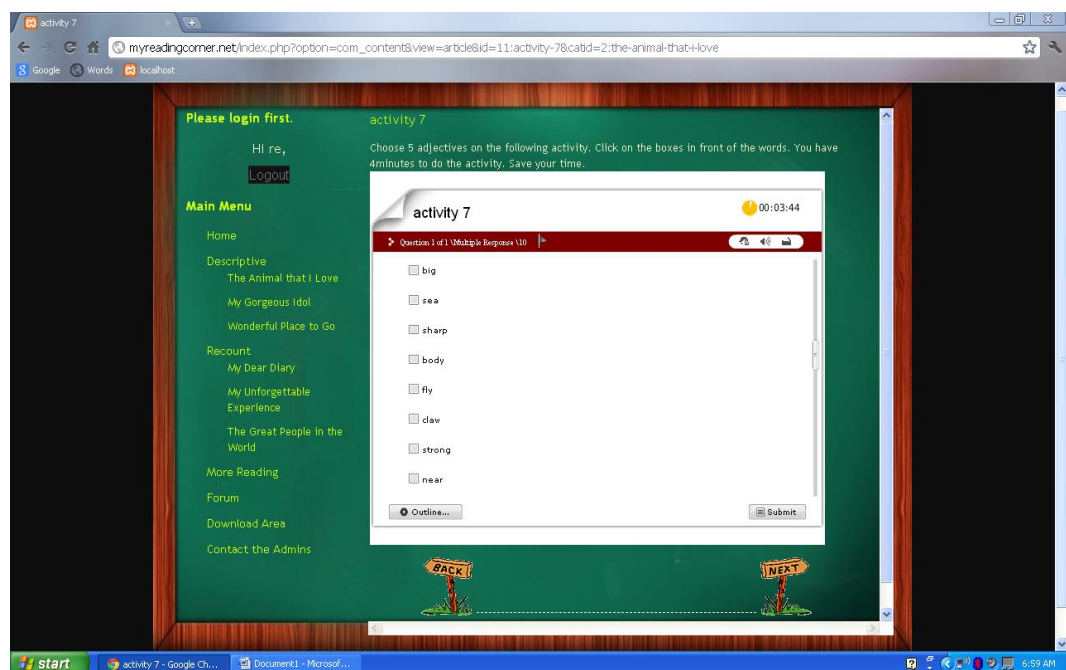


Figure 11. Activity 7

## 12). Activity 8

In the *Activity 8*, students are given another descriptive text which describes a particular *orang utan*.

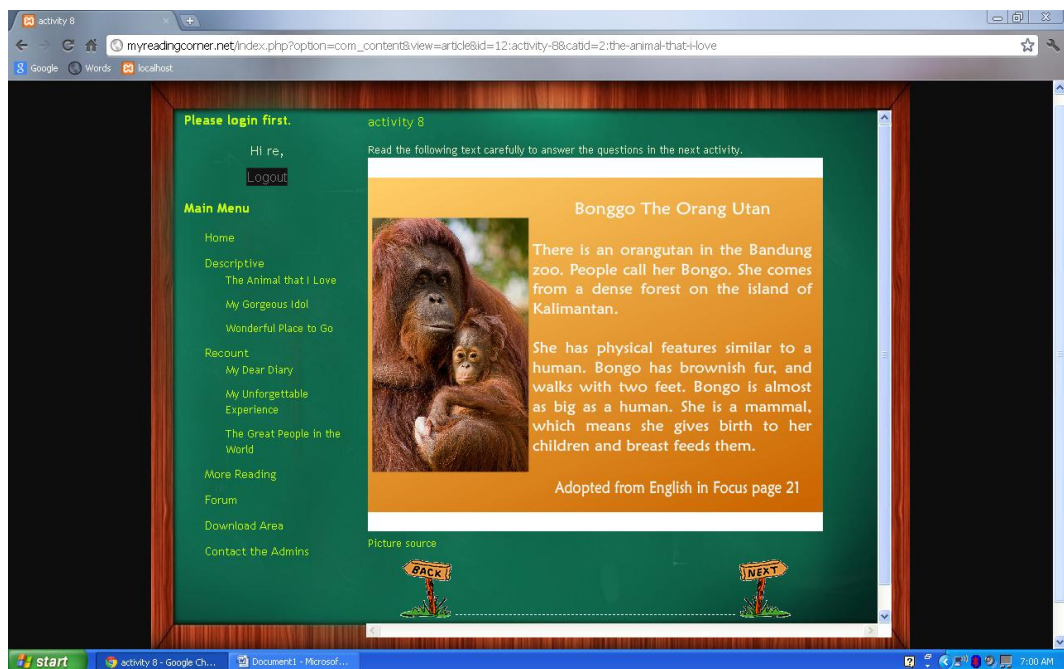


Figure 12. Activity 8

## 13). Activity 9

After accomplishing reading the text, students are given some comprehension questions related to the content of the text, the generic structure, and the characteristics of a descriptive text. The following figure shows the appearance of the *Activity 8*.

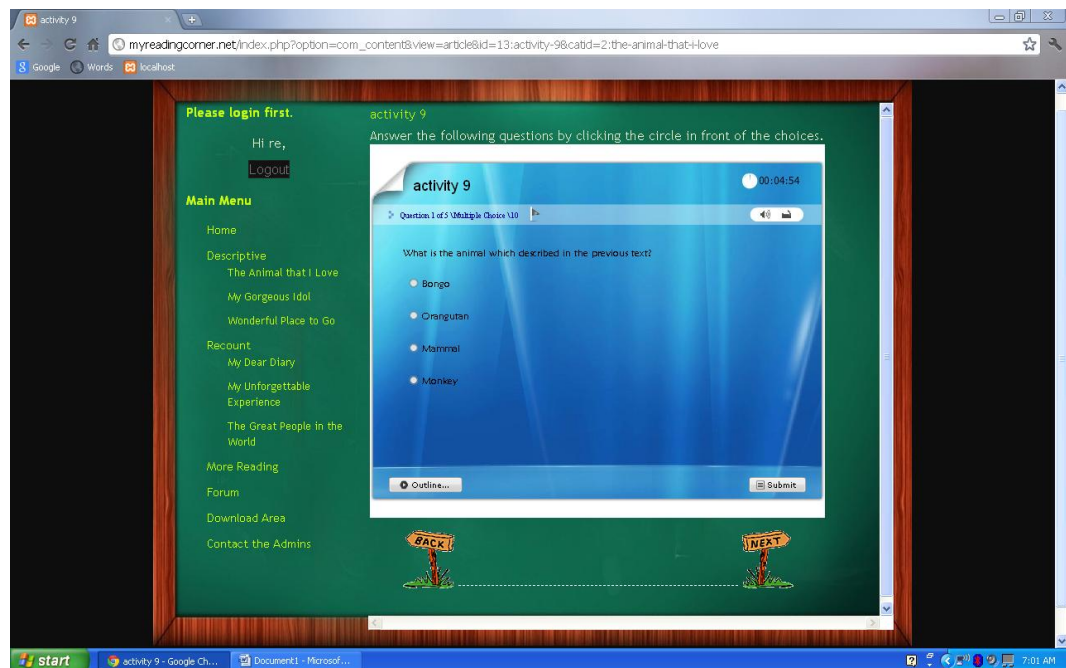


Figure 13. Activity 9

#### 14). My Gorgeous Idol

It is the second topic or the second sub-menu of descriptive menu. When the students click on this sub-menu, a slide-show of some famous people pictures will appear in the page. Students are asked to write their names if they know. The *Add Comment* provides a space for writing their answers.



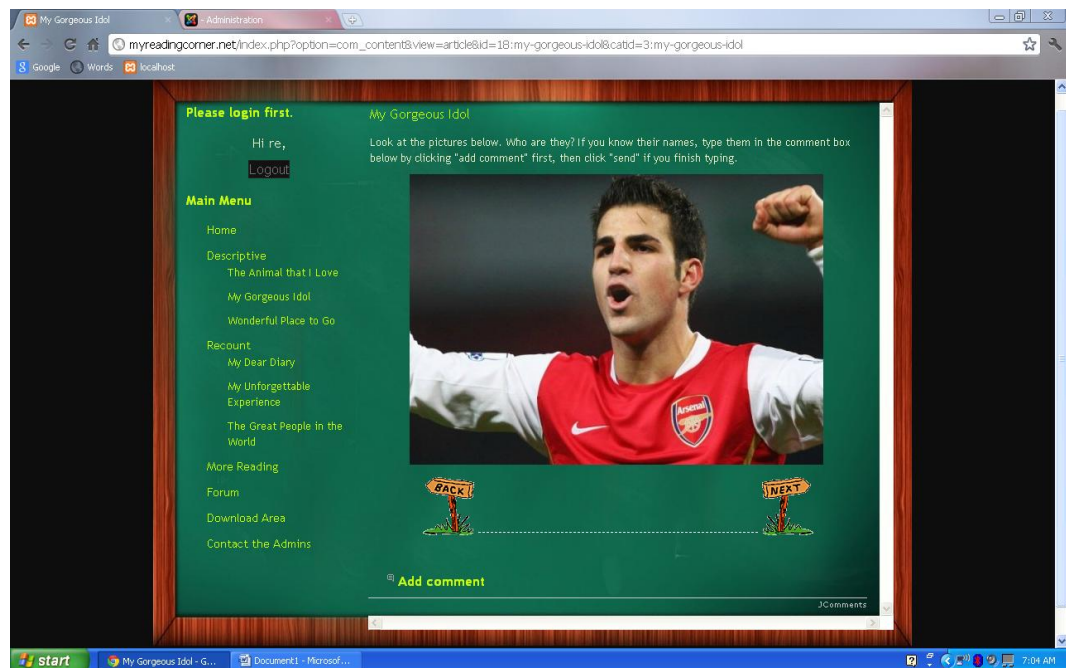


Figure 14. My Gorgeous Idol

#### 14). Idol 1

The first activity in *My Gorgeous Idol* is given name *Idol 1*, to differentiate the title in the *The Animal that I Love*. The *Idol 1* consists of two pictures. The students have to give their opinion related the physical appearance of the people in the picture. Students can write their short answers on the *Add Comment*.

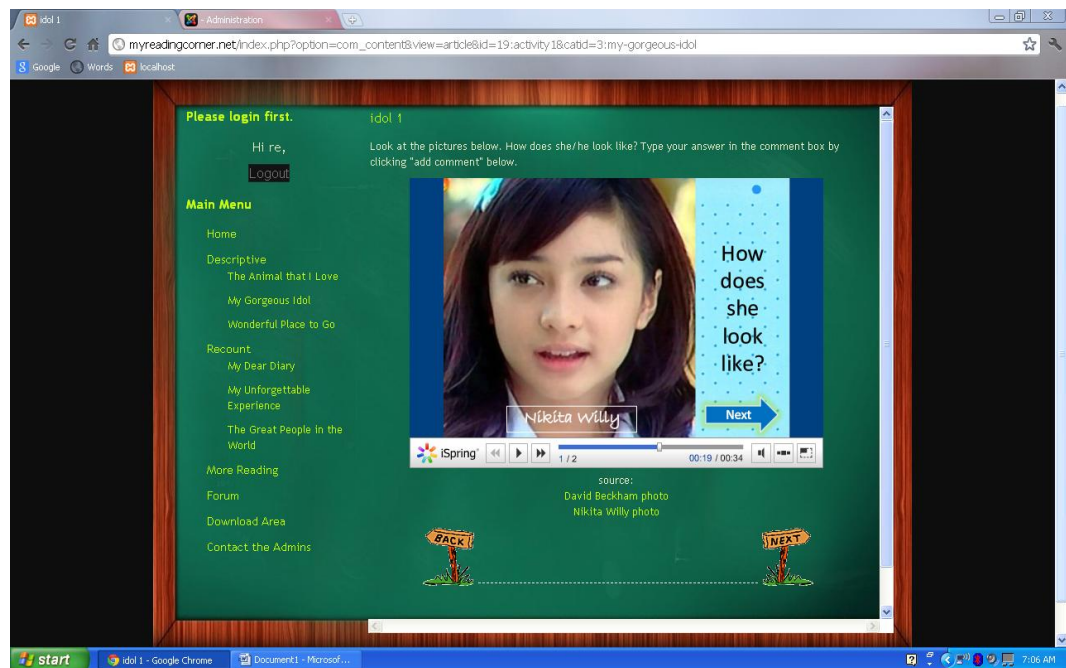


Figure 15. Idol 1

## 15). Idol 2

In the *Idol 2*, students are given some pictures. Students have to complete the short descriptions of the pictures by choosing one of the choices provided below the pictures.

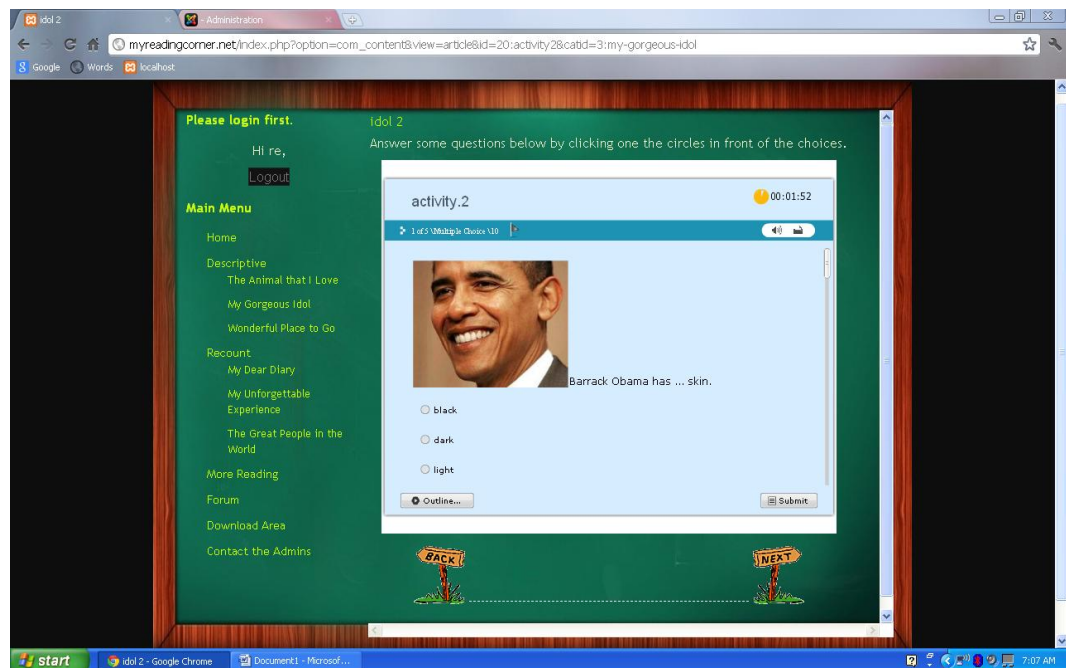


Figure 16. Idol 2

16). Idol 3



Figure 17. Idol 3



A descriptive text which describes a famous football player is presented in *Idol 3*. In the end of text, there is an audio player. Students can click on the play button to listen the audio of the presented text.

#### 17). Idol 4

Explanation about descriptive texts is presented in the forms of animation. Students can play, replay, or pause the animation as they want. The animation can be displayed full screen by clicking the bottom right corner button in the animation.

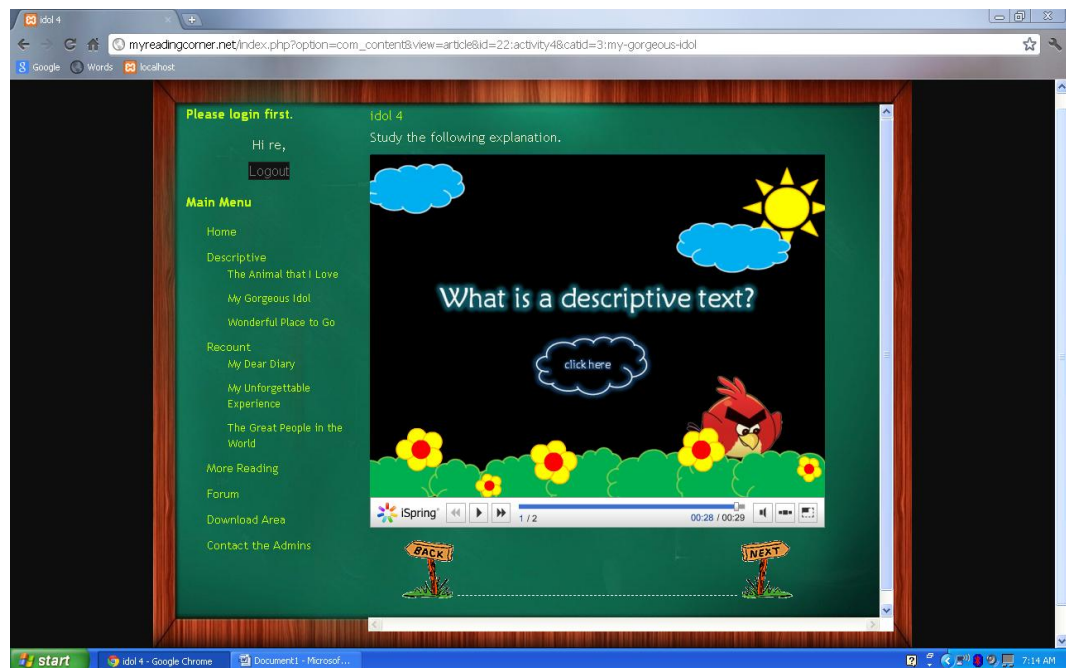


Figure 18. Idol 4

#### 18). Idol 5

In the *Idol 5*, students are given a matching activity which refers to the previous explanation.

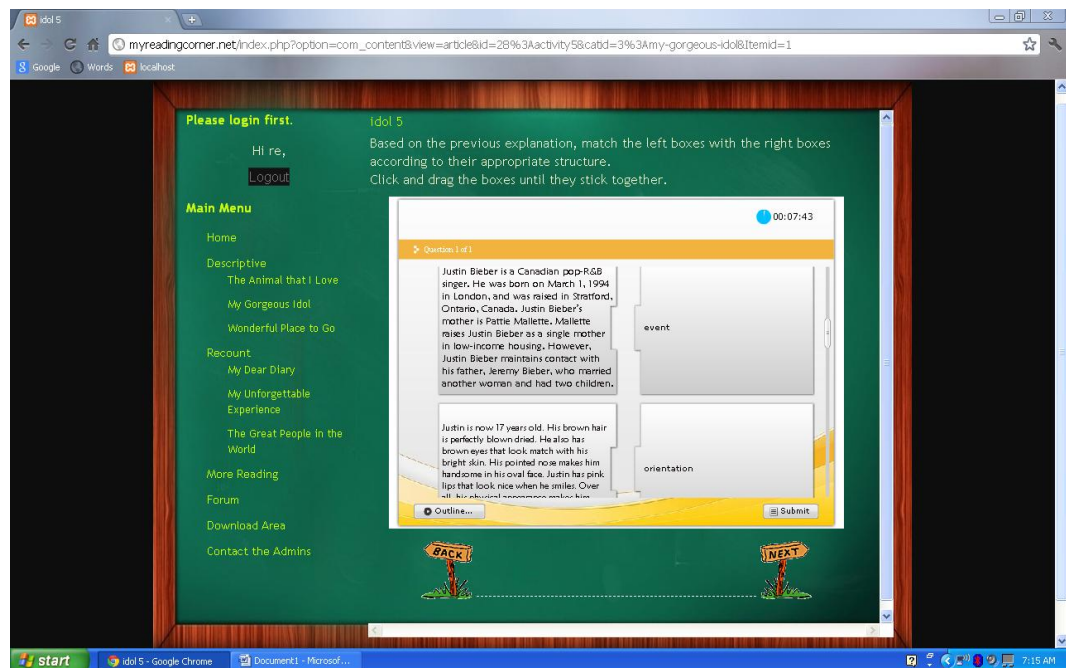


Figure 19. Idol 5

## 19). Idol 6

After having a matching activity in the *Idol 5*, the students are given some true false questions. The questions are related to the previous activity.

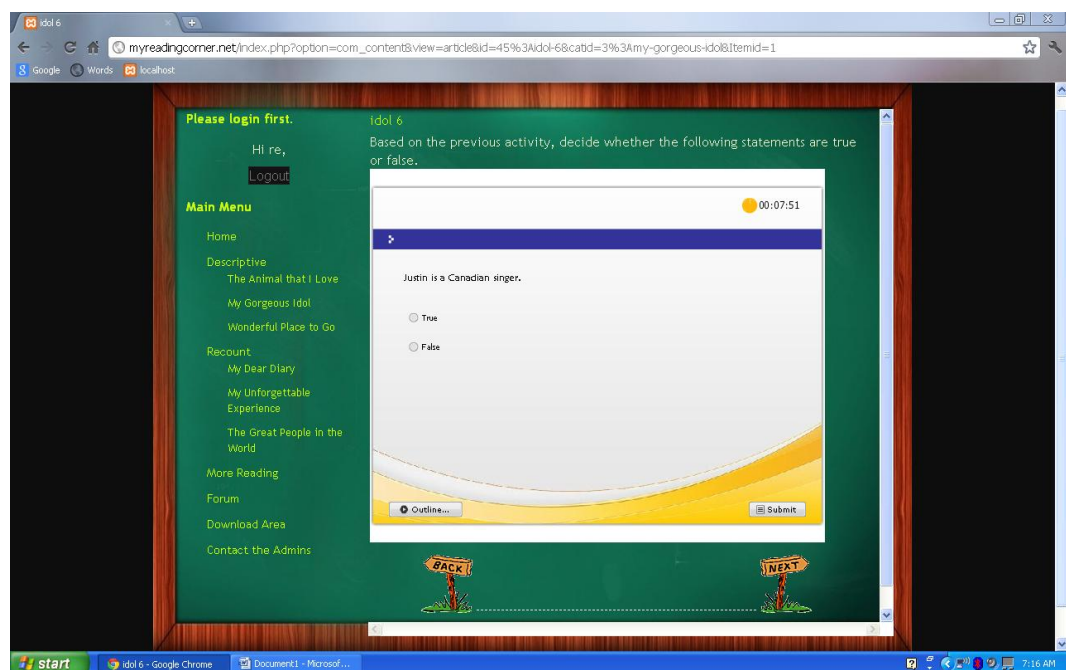


Figure 20. Idol 6

## 19). Idol 7

In the *Idol 7* students are given another descriptive text. There is also an icon of quiz. When the students click on the quiz icon, the browser will open to the new tab. Then, the questions will appear.

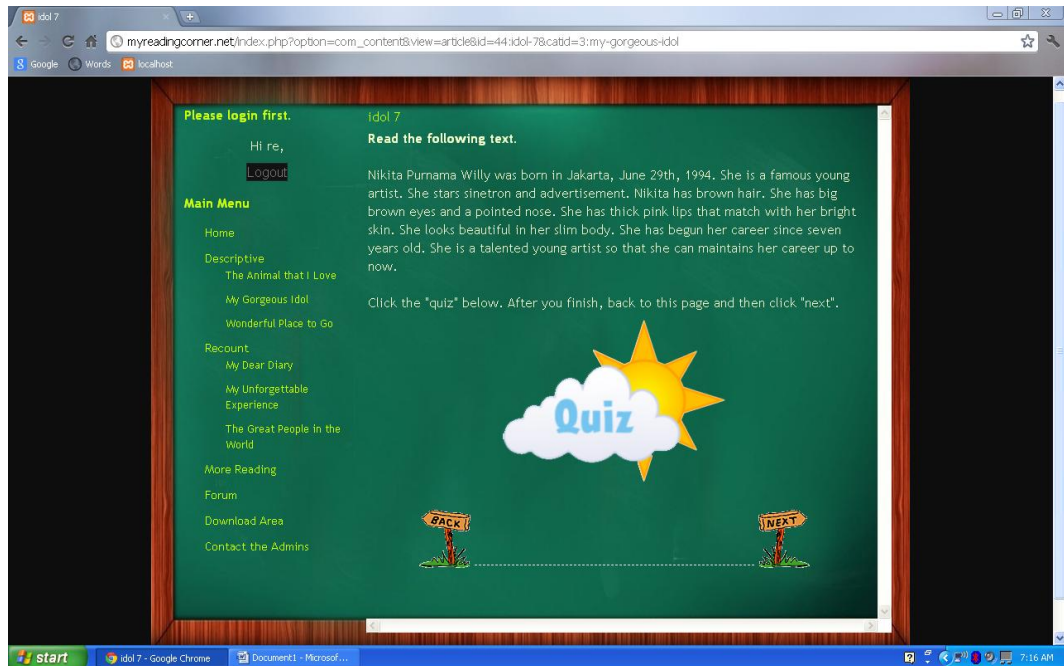


Figure 21. Idol 7

## 20). Idol 8

Students have to find the antonym of certain words taken from a text given in the *Idol 8*.

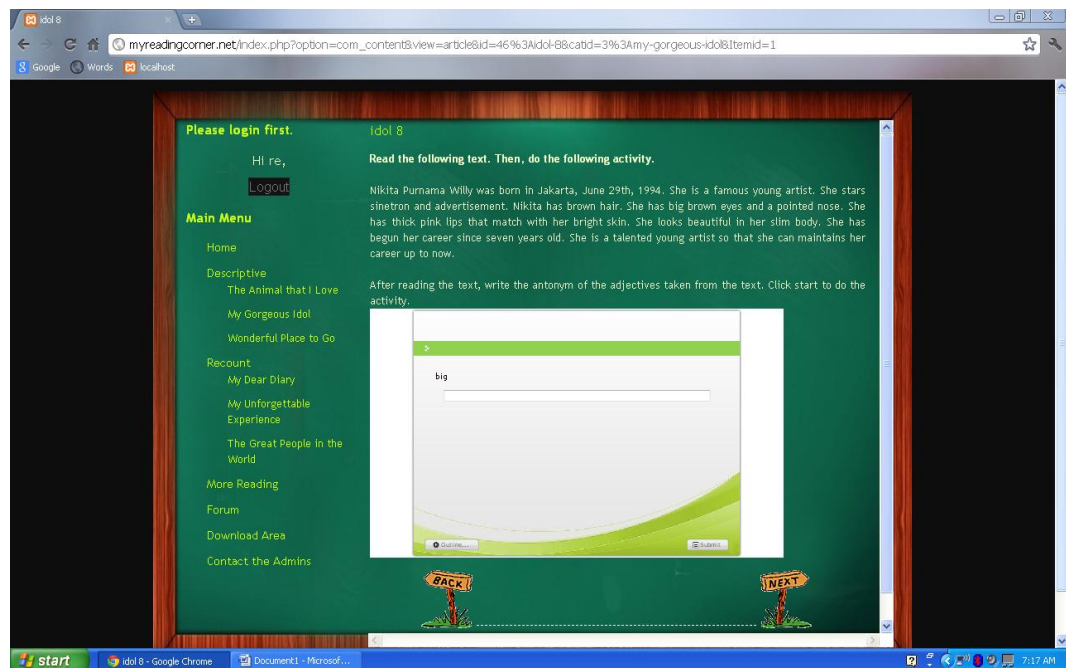


Figure 22. Idol 8

## 21). Wonderful Places to Go

This is the third topic or the third sub-menu of the descriptive menu.

There is a slide show which shows some pictures of tourism resort.

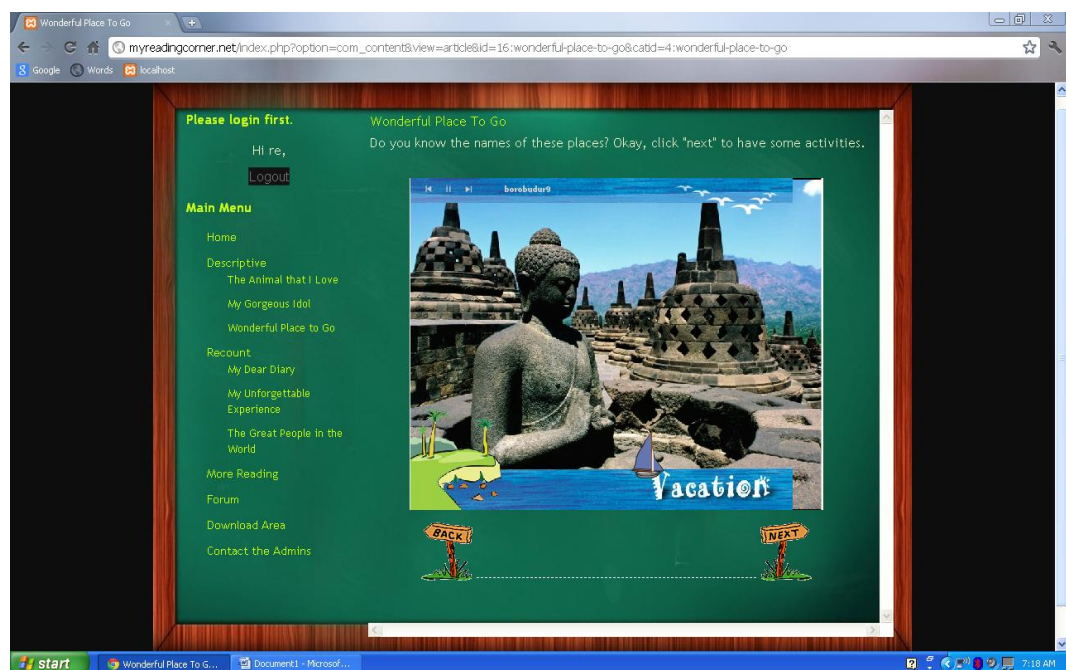


Figure 23. Wonderful Places to Go

## 22). Place 1

This page consists of a picture and a question. The question is asking about a place that the students had ever been visited. The students then can type their answers on the *Add Comment* below the question. Figure 24 present the *Place 1* page.

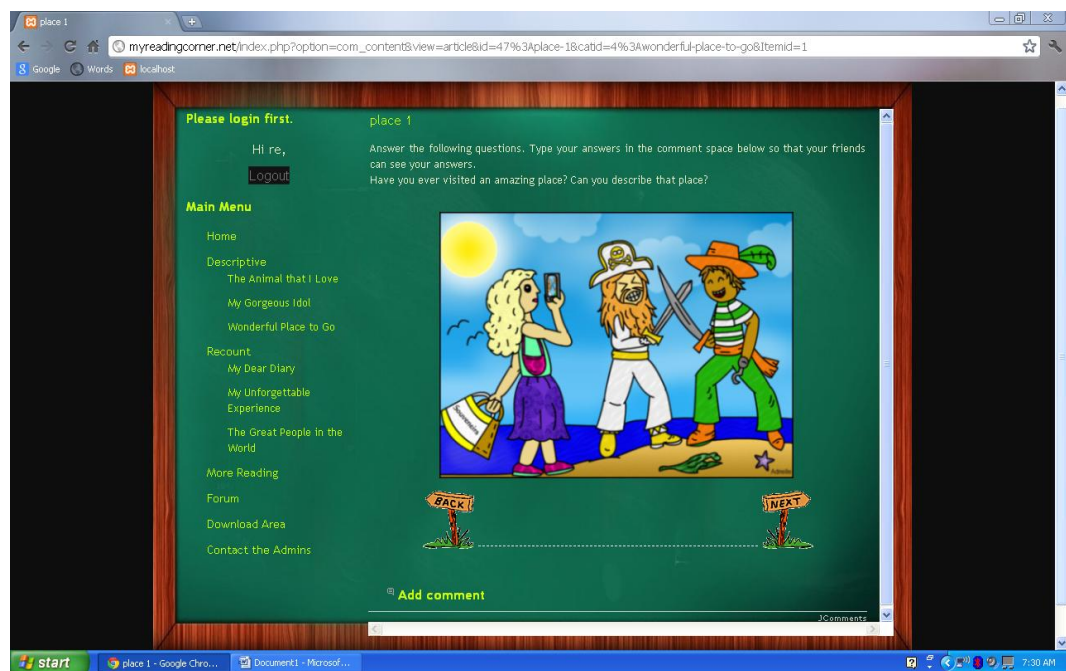


Figure 24. Place 1

## 23). Place 2

In the *Place 2*, students are given some questions related to some public places which have historical values.



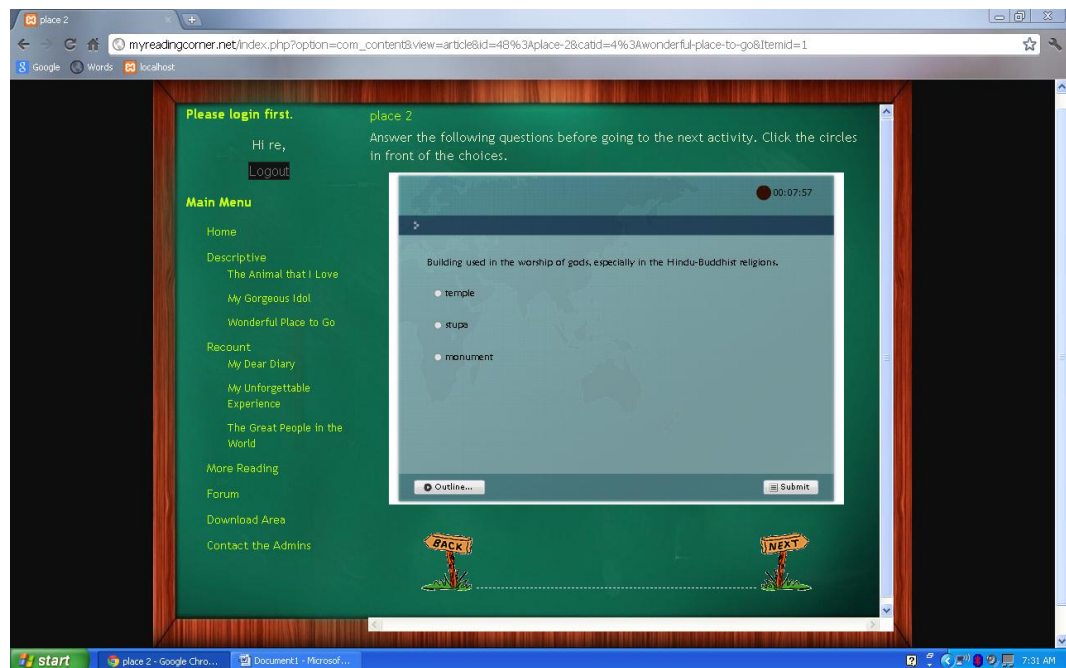


Figure 25. Place 2

## 24). Place 3

There is a descriptive text in the *Place 3*. There is also an audio player, to listen the audio of the text.



Figure 26. Place 3

## 25). Place 4

The *Place 4* contains an animation. The animation presents short explanation about a descriptive text. The following figure shows the appearance of *Place 4*.

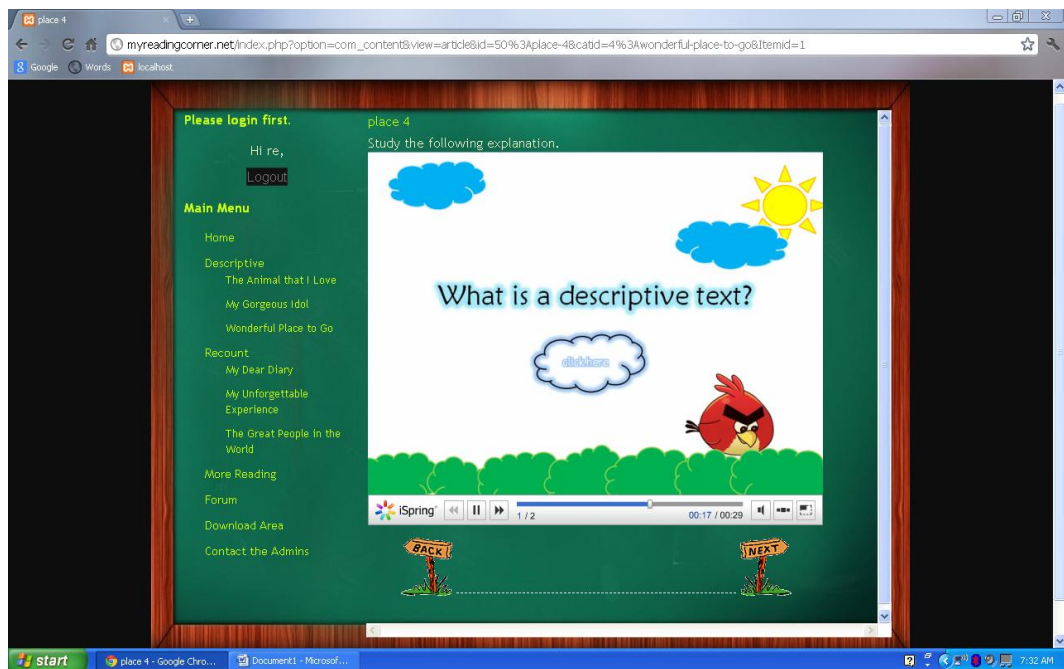


Figure 27. Place 4

## 26). Place 5

To know how far the students' understanding towards the previous activities, the *Place 5* provides some comprehension questions.

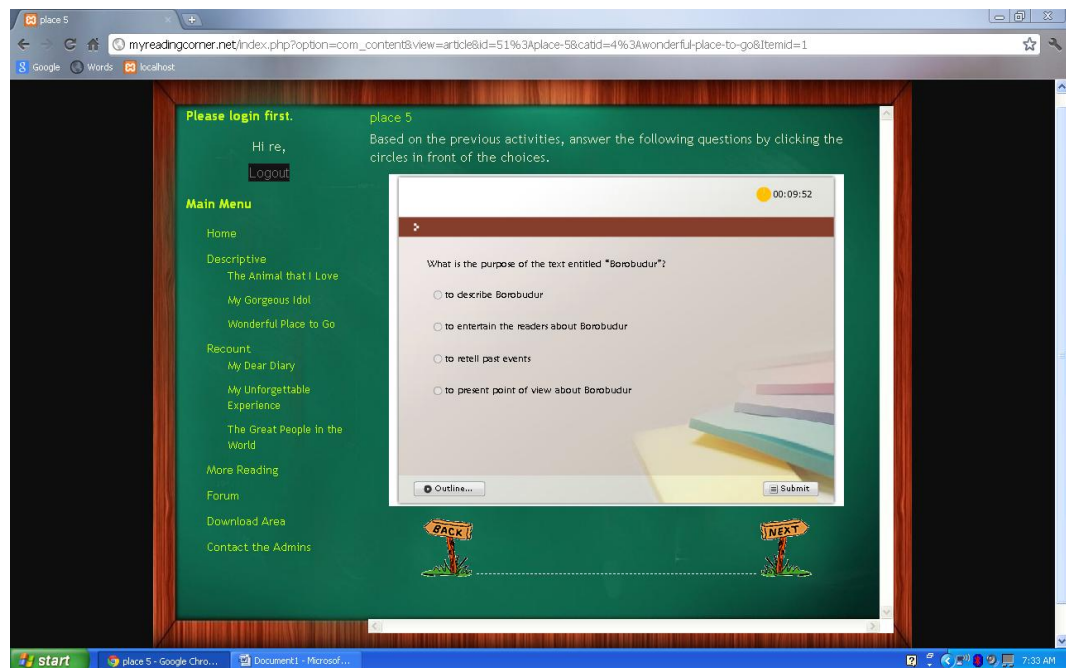


Figure 28. Place 5

27). Place 6

To access the quiz, the students must click on the quiz icon. The following figure shows the appearance of *Place 6*.

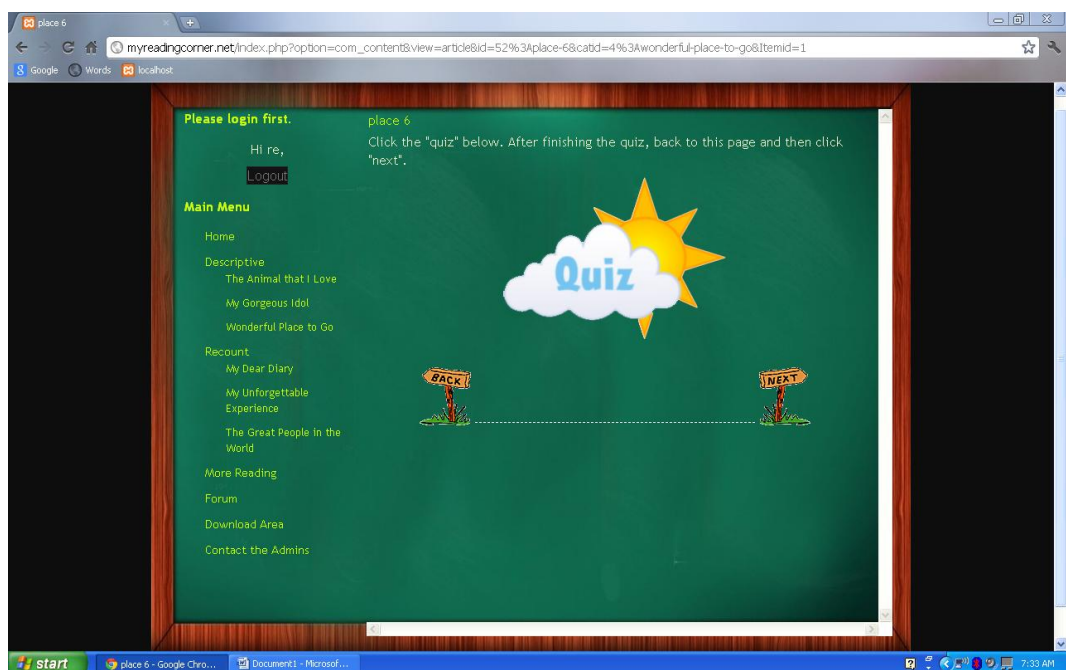


Figure 29. Place 6



After the students click on the quiz icon, some questions will appear. Some questions are in the forms of multiple choices, and some of them are in the forms of short essay. The appearance of the quiz in the *Place 6* is presented in the following figure.

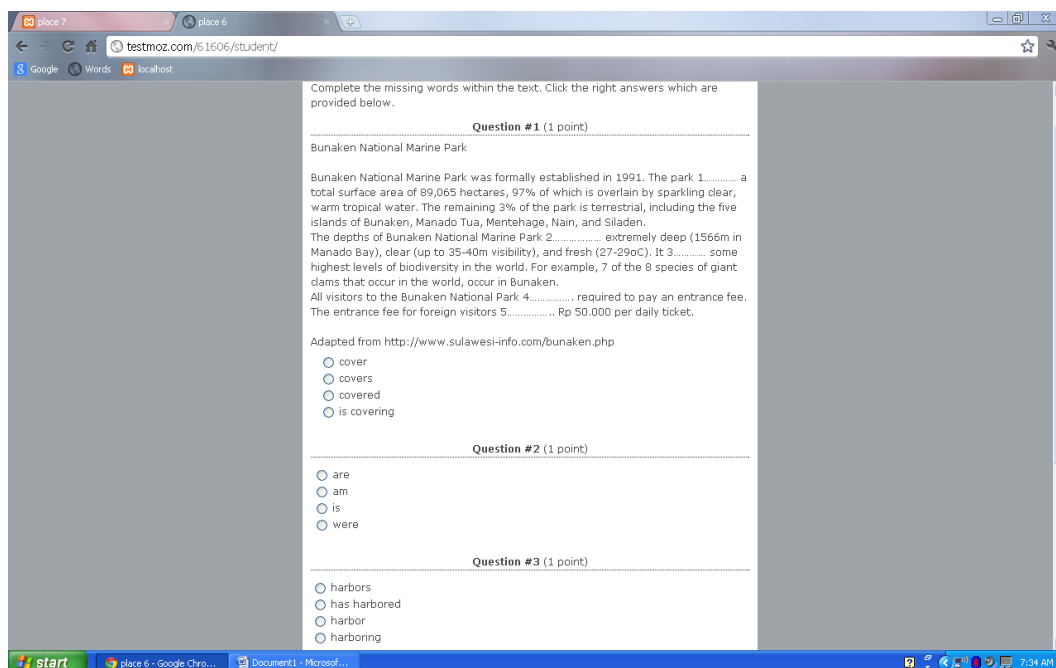


Figure 30. The Quiz in the Place 6

## 28). Place 7

The *Place 7* contains an activity which requires the students to rearrange jumbled paragraph based on the information they have got from the previous activities.

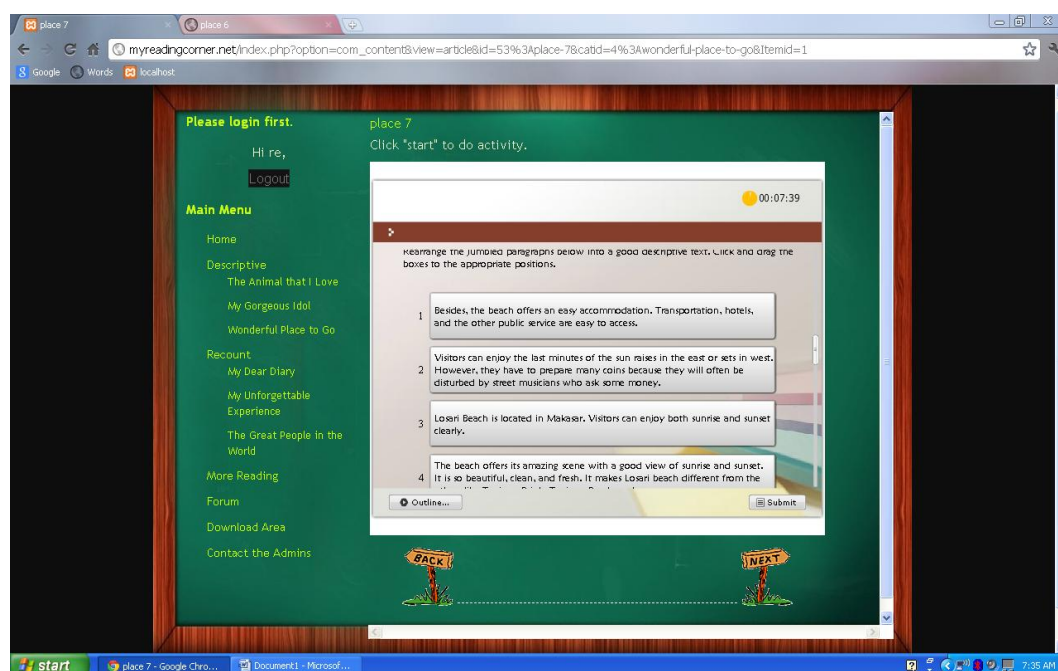


Figure 31. Place 7

## 29). Reflection

In the end of each topic in the descriptive menu, there is the *Reflection*. It is used to know how far the students have learnt. In the reflection page, there are also glossary icon and test icon. To be able to access the questions in the *Reflection*, the students have click on the *Reflection* icon. The following figure shows the *Reflection* page.

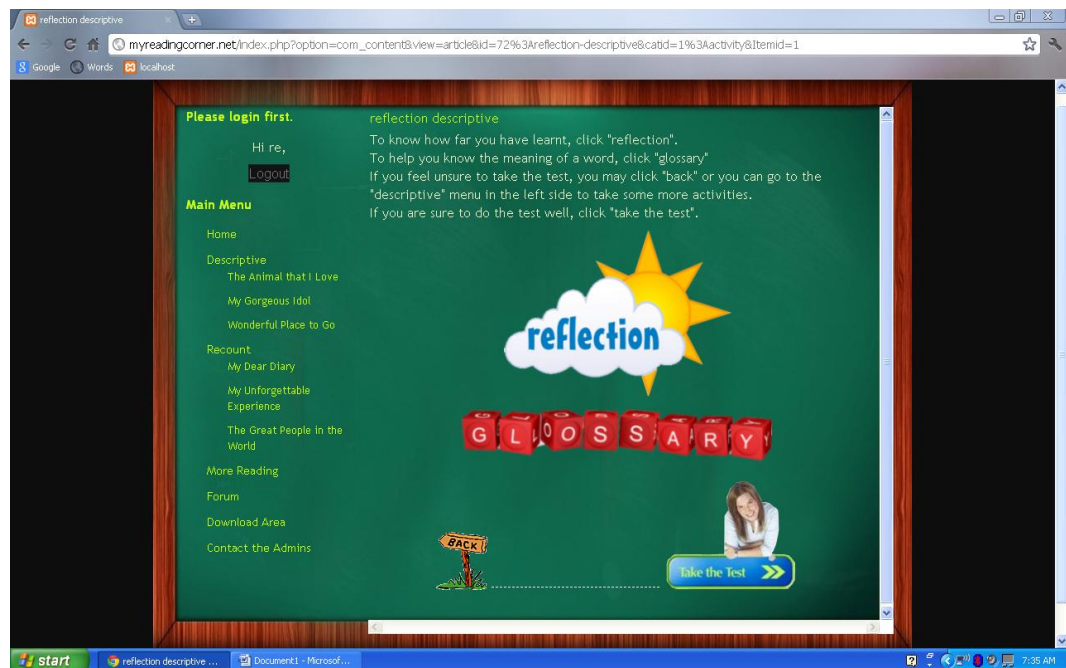


Figure 32. Reflection

After clicking the *Reflection* icon, the students will see some questions as presented in the following figure.

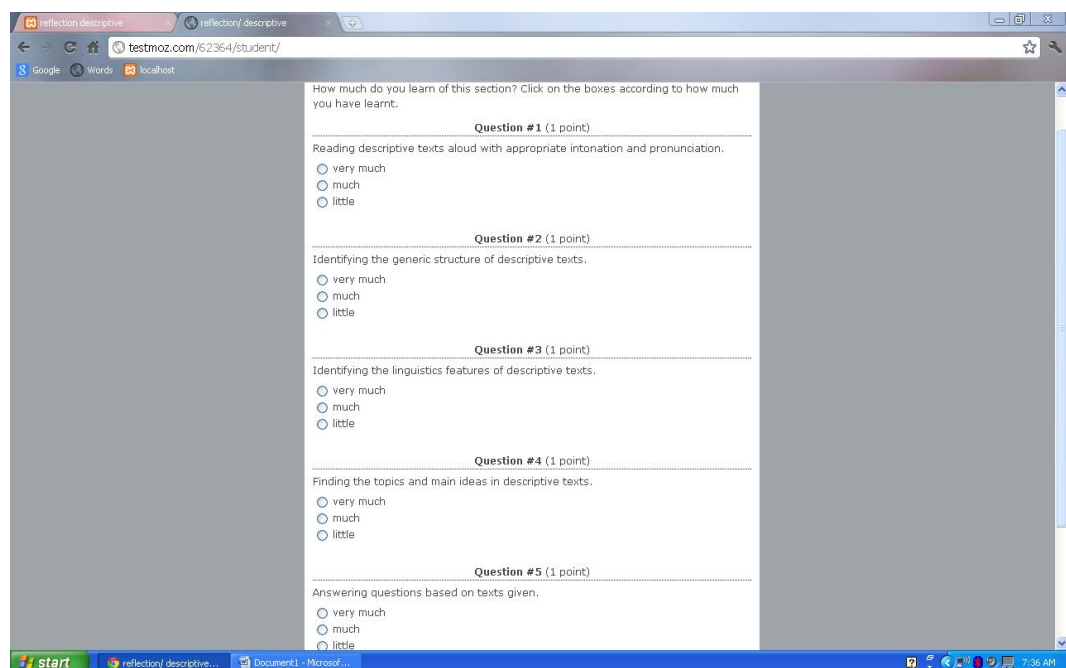


Figure 33. Reflection Questions

### 30). Glossary

In the *Glossary*, there are some words which are found in the descriptive texts which are discussed earlier in the descriptive menu. The *Glossary* contains some words and their meaning, and also there are audios of the words. The following figure shows the appearance of the *Glossary*.



Figure 34. Glossary

### 31). Test

The *Test* is the final activity in the descriptive menu. It contains thirty multiple choice questions. The students have to enter their name before accessing the questions. The name box will appear soon after the students click on the *Take the Test* icon in the reflection menu as shown in the following figure.

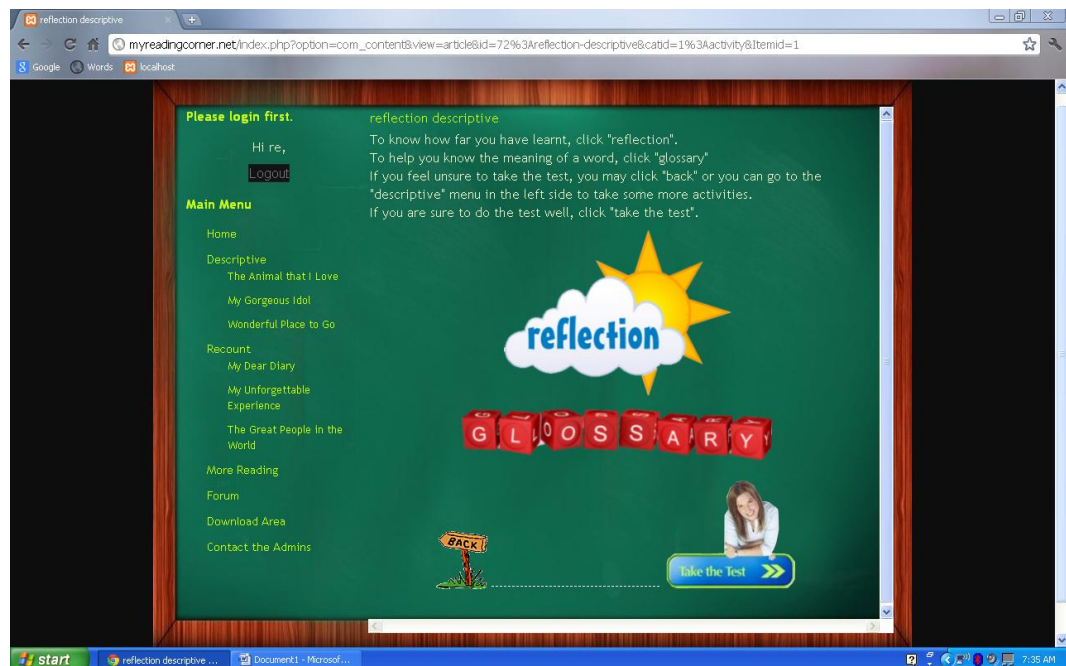


Figure 35. Reflection Menu

When the students clicked on the *Take the Test* icon, the questions will be shown like the following figure.

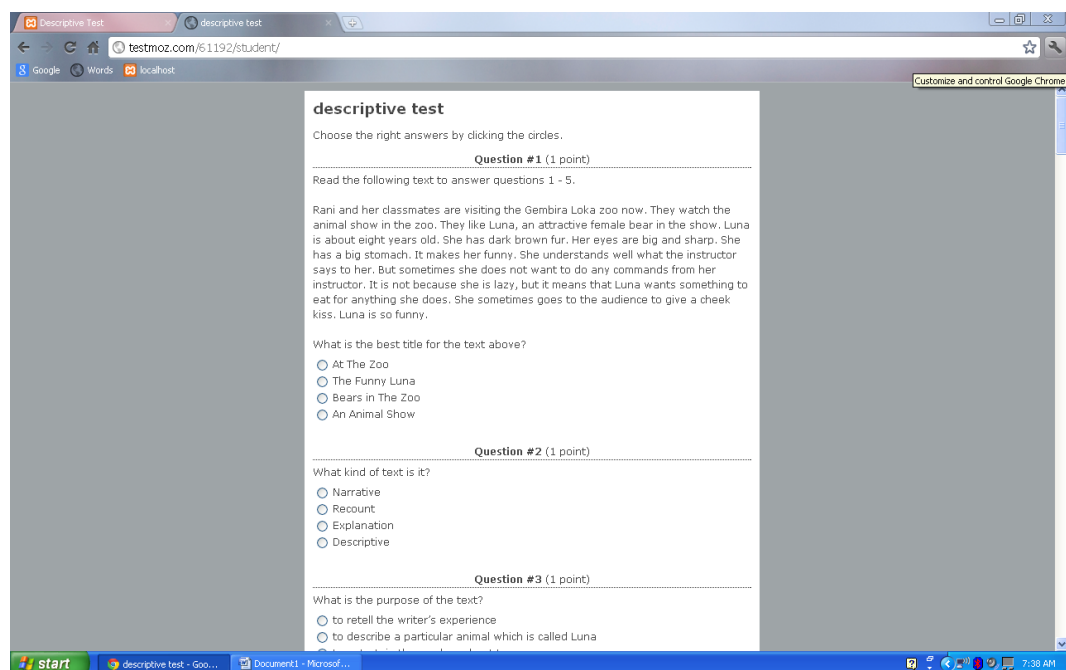


Figure 36. Descriptive Test Questions

### 32). Recount

The *Recount* is the third menu in the main menu list. It consists of three sub-menus or topics, namely *My Dear Diary*, *My Unforgettable Experience*, and *The Great People in the World*. The following figure shows the *Recount* page.

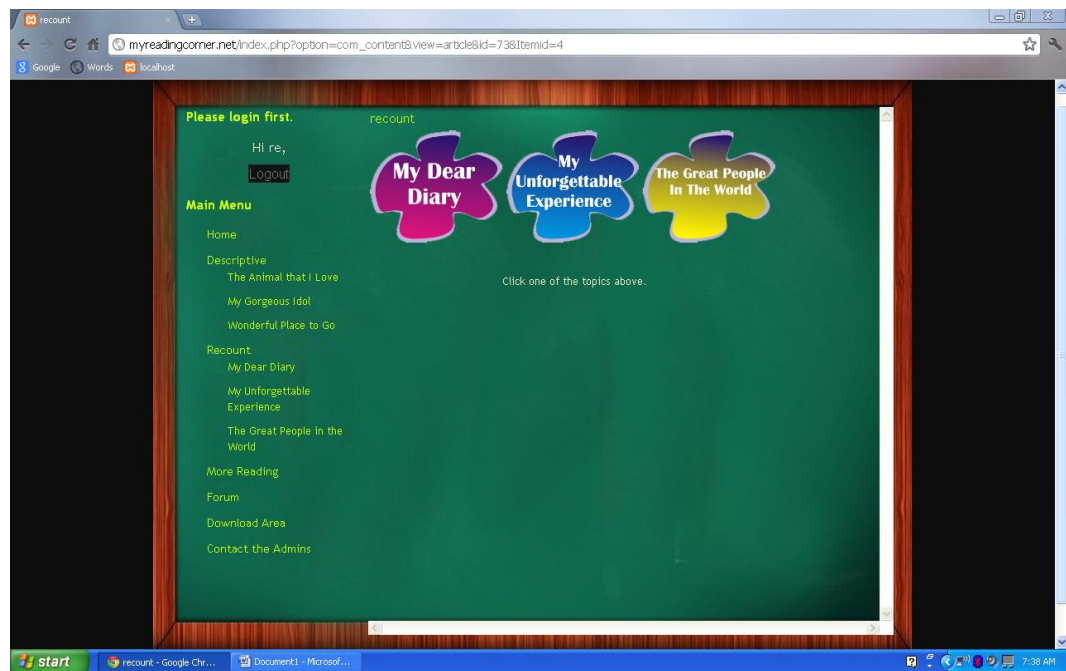


Figure 37. Recount

### 33). My Dear Diary

It is the first sub-menu in the recount menu. There is a video of a student who are telling a story. The video is taken from *YouTube*. The students are asked to share their feeling if they were supposed to be the girl in the video. They can type their answers in the *Add Comment* space. The appearance of this page is shown in the following figure.



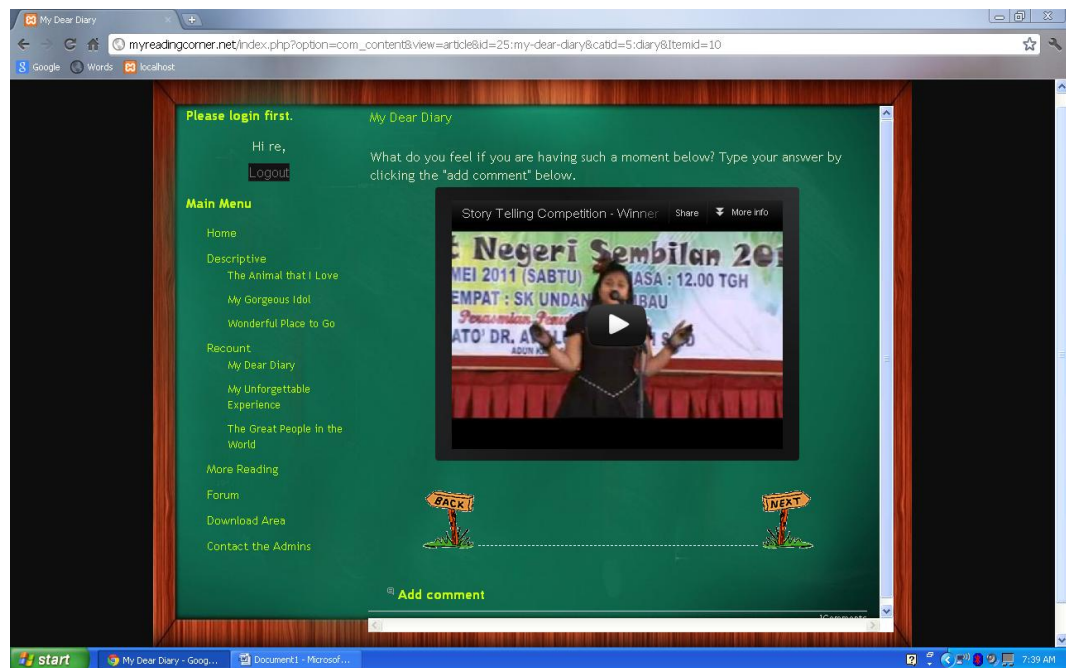


Figure 38. My Dear Diary

#### 34). Diary 1

The first activity of the first recount sub-menu is the *Diary 1*. The activity in this page is reading aloud a piece of diary. Students are also given an audio of the text in the bottom of the page. The following figure shows the appearance of the *Diary 1*.

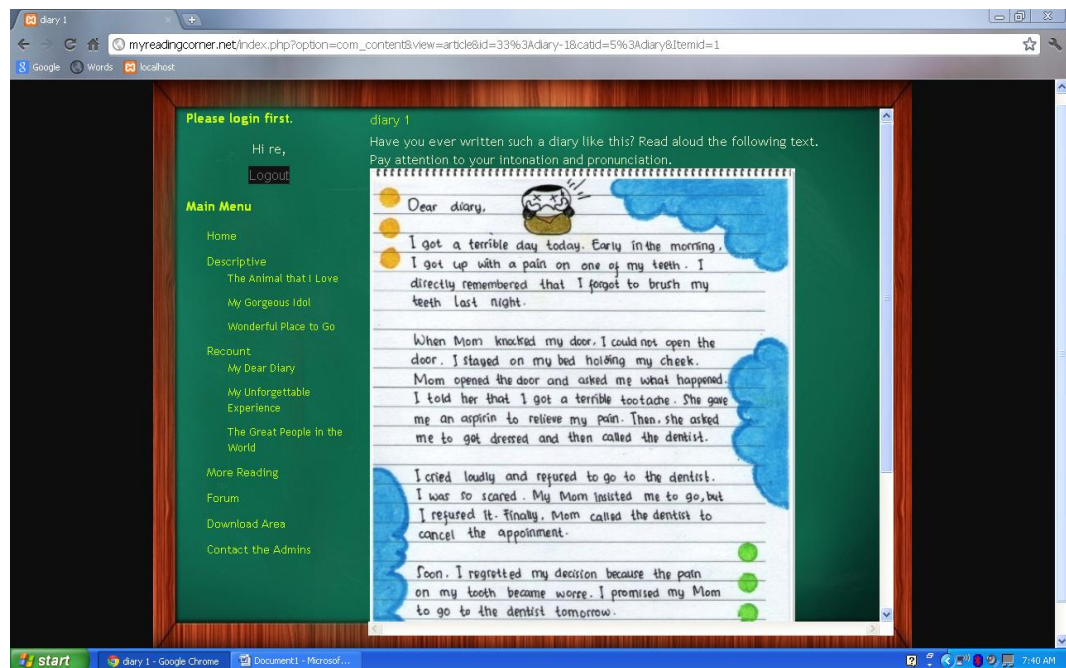


Figure 39. Diary 1

## 35). Diary 2

After accomplishing the *Activity 1*, the students are given a matching activity in the *Diary 2*, as can be seen in the following figure.

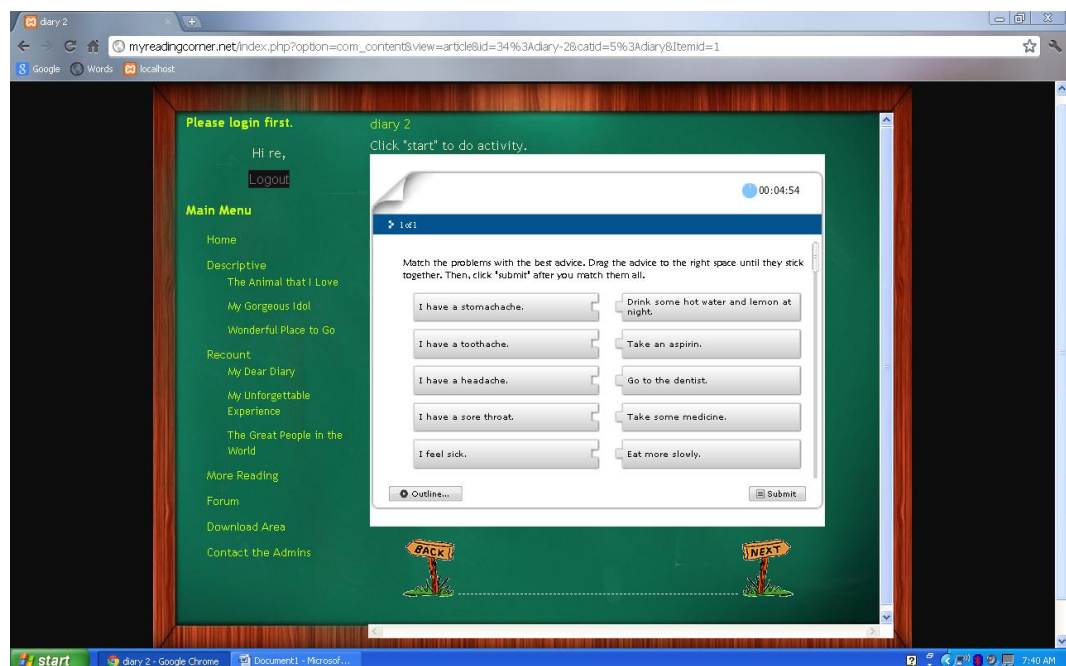


Figure 40. Diary 2



### 36). Diary 3

The *Diary 3* page contains a short explanation about recount texts.

The following figure is the appearance of the *Diary 3*.

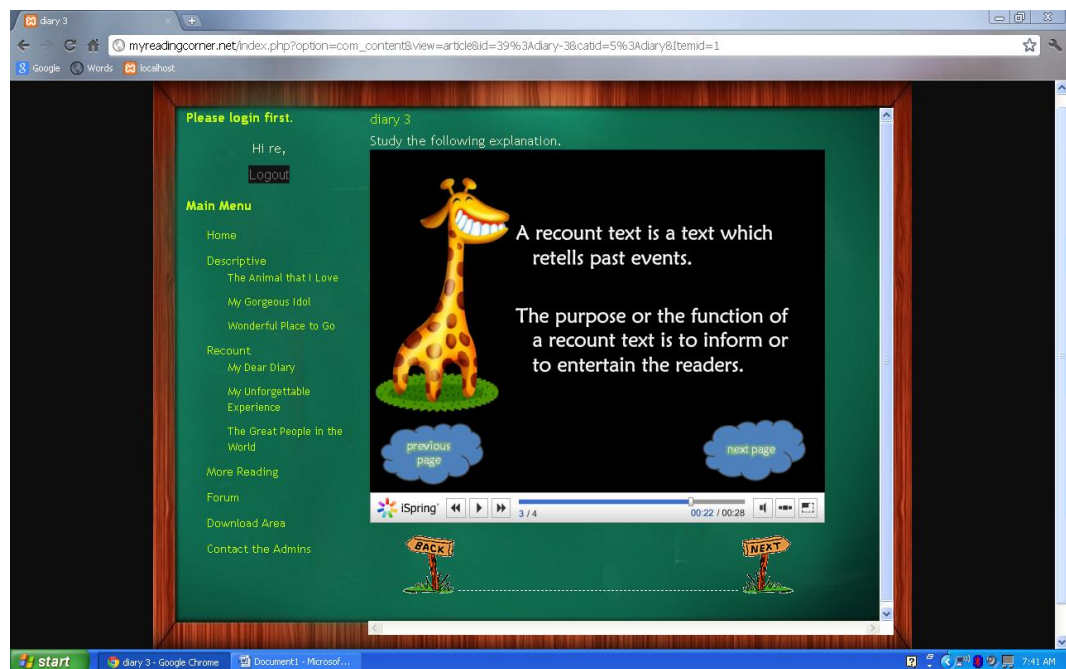


Figure 41. Diary 3

### 37). Diary 4

In the *Diary 4*, there is a short explanation about the generic structure of recount texts. Students can play and replay the animation as they want. The following figure shows the appearance of the animation in the *Diary 4*.

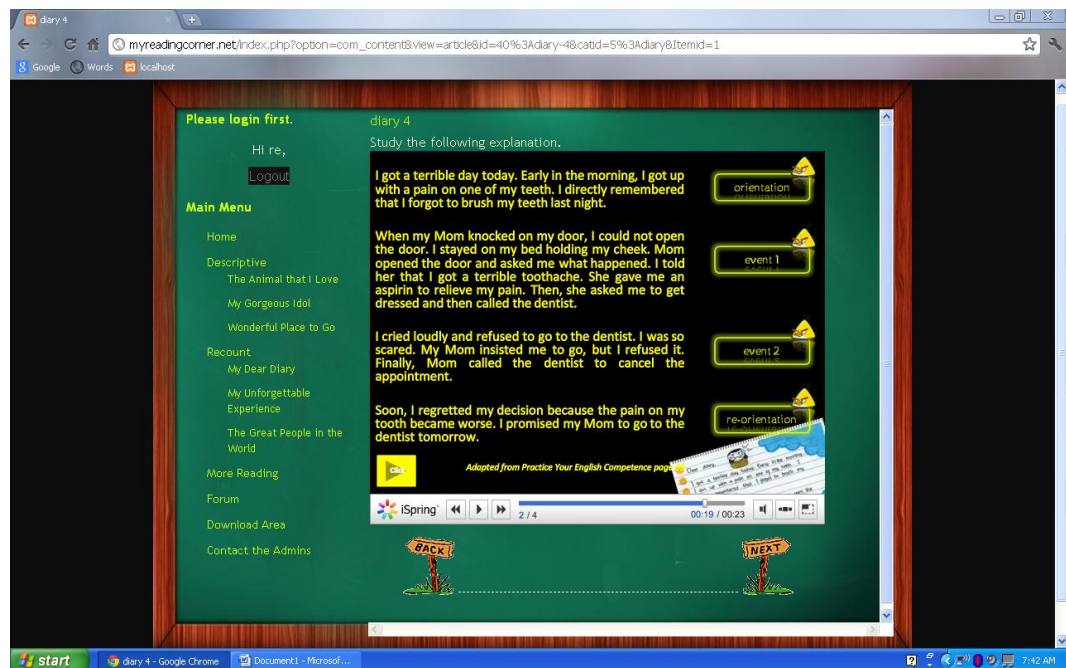


Figure 42. Diary 4

## 38). Diary 5

There is another diary in the *Diary 5*. The diary is written in handwriting. Under the text, there are some questions. Students can write their answer in the comment box. They must click on the *Add Comment* first before typing their answers. The appearance of the *Diary 5* is shown in the following figure.

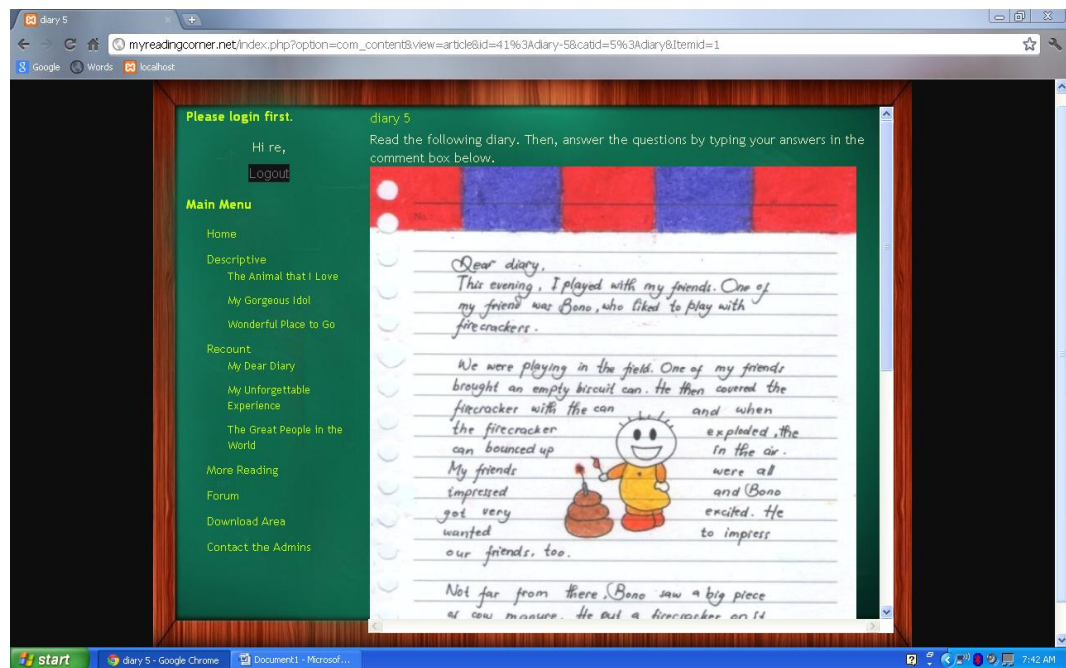


Figure 43. Diary 5

## 39). Diary 6

Some questions are provided in the forms of multiple choices. The following figure is the appearance of the *Diary 6*.

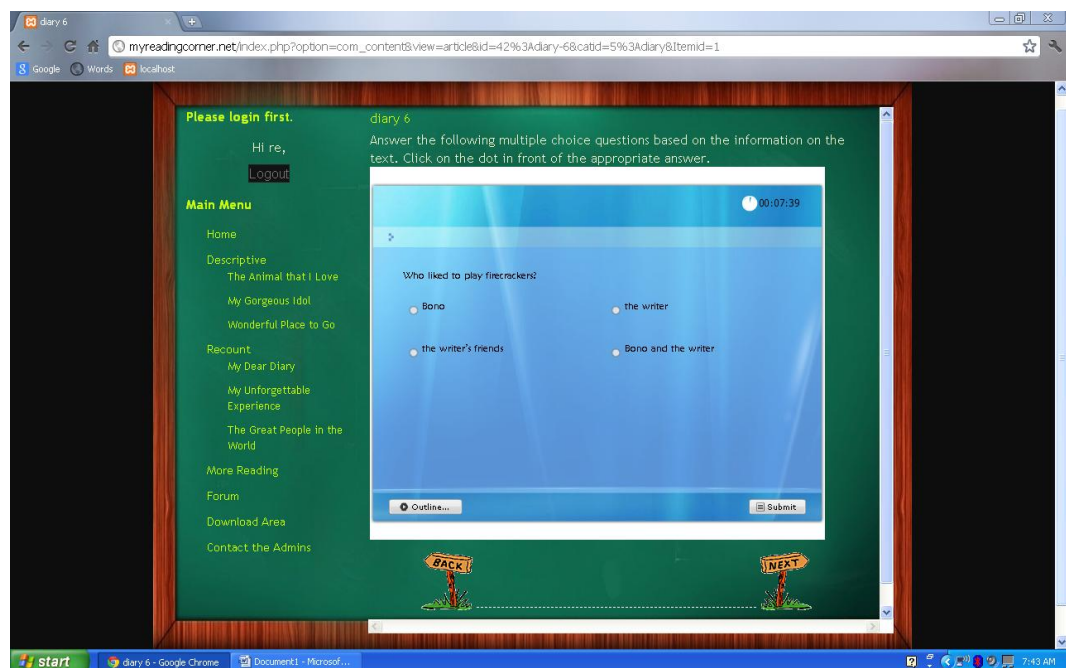


Figure 44. Diary 6

#### 40). Diary 7

Another question is provided in the *Diary 7*. In this page, the students are asked to rearrange the jumbled paragraphs into a good recount text. The following figure is the look of page *Diary 7*.

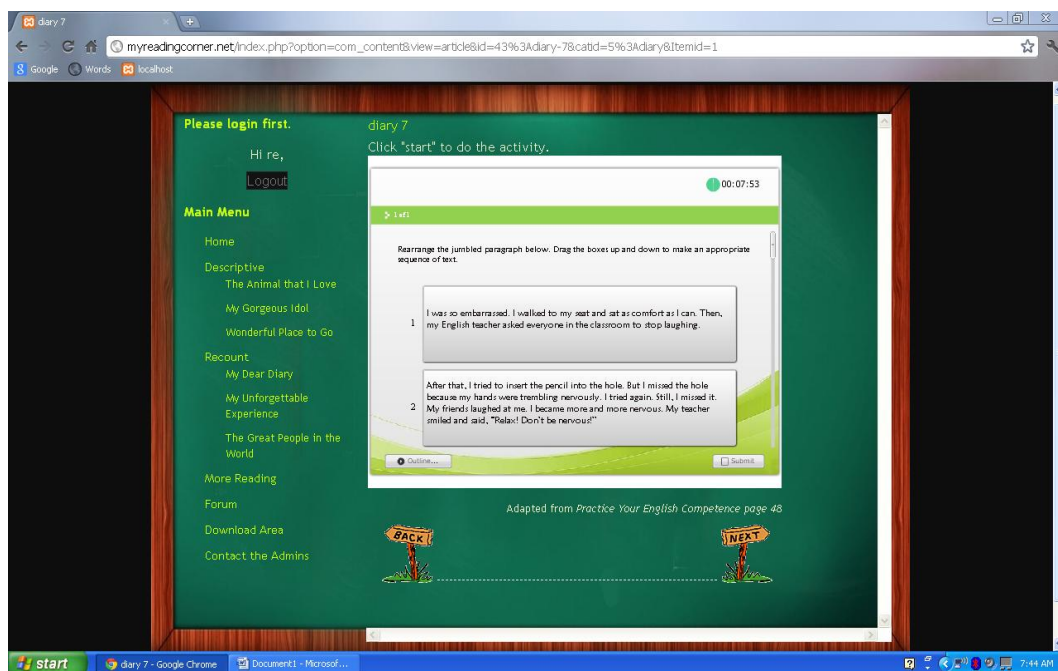


Figure 44. Diary 7

#### 41). My Unforgettable Experience

This is the second sub-menu of the recount menu. There is a puzzle in this page. The picture on this page will be used for the next activity. The look of this page can be seen in the following figure.



Figure 45. My Unforgettable Experience

#### 42). Experience 1

In the *Experience 1*, there are two pictures which are followed some questions. The answers can be various according to the students perception. Students are asked to write their answers on the comment box. The *Experience 1* page is shown in the following figure.



Figure 46. Experience 1

#### 43). Experience 2

After accomplishing this activity, the students will have their results are shown directly. They can redo the activity if they have not passed this activity. The following figure shows the appearance of the *Experience 2*.



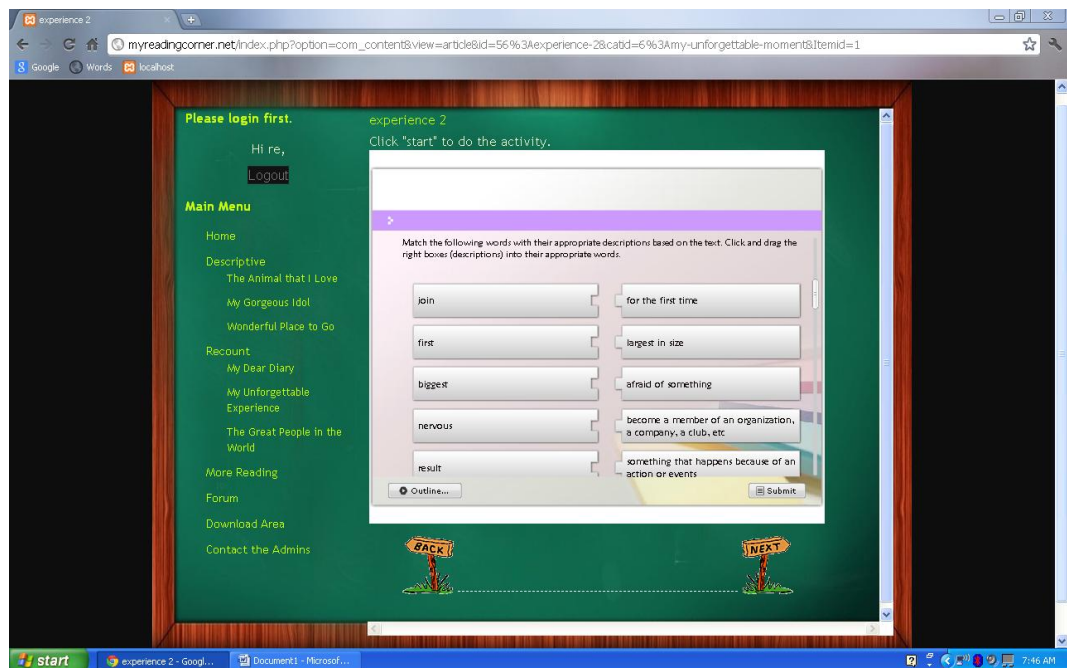


Figure 47. Experience 2

## 44). Experience 3

In this page, there is a recount text. There is also the audio of the text.

The following figure displays the *Experience 3* appearance.

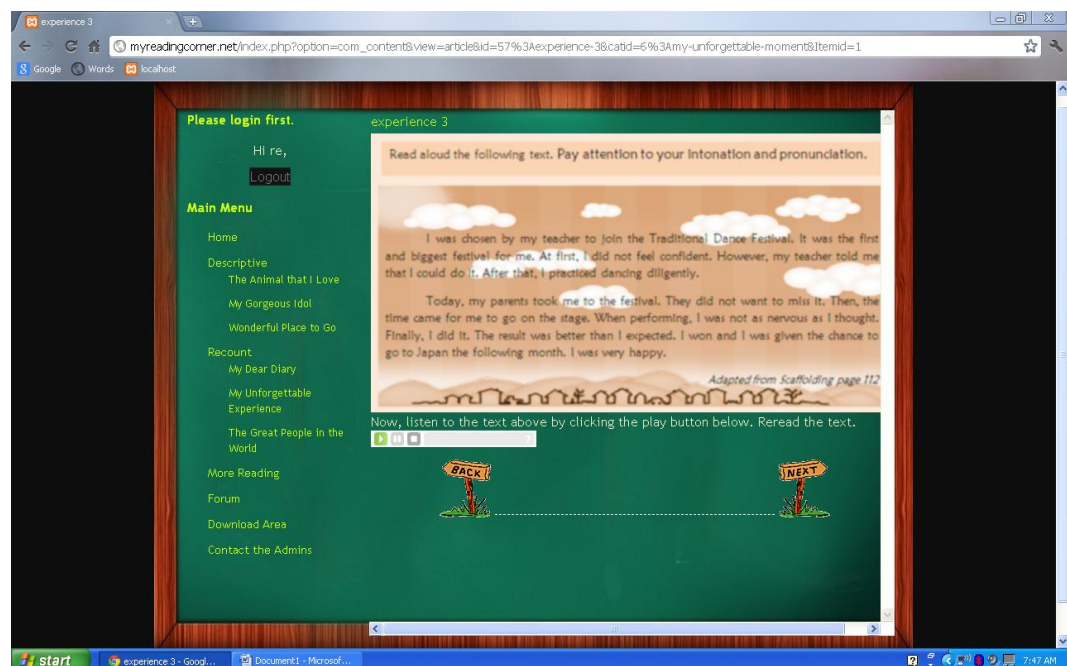


Figure 48. Experience 3

#### 45). Experience 4

The *Experience 4* is an animation which consists of information about recount text. The following figure shows the appearance of the *Experience 4*.

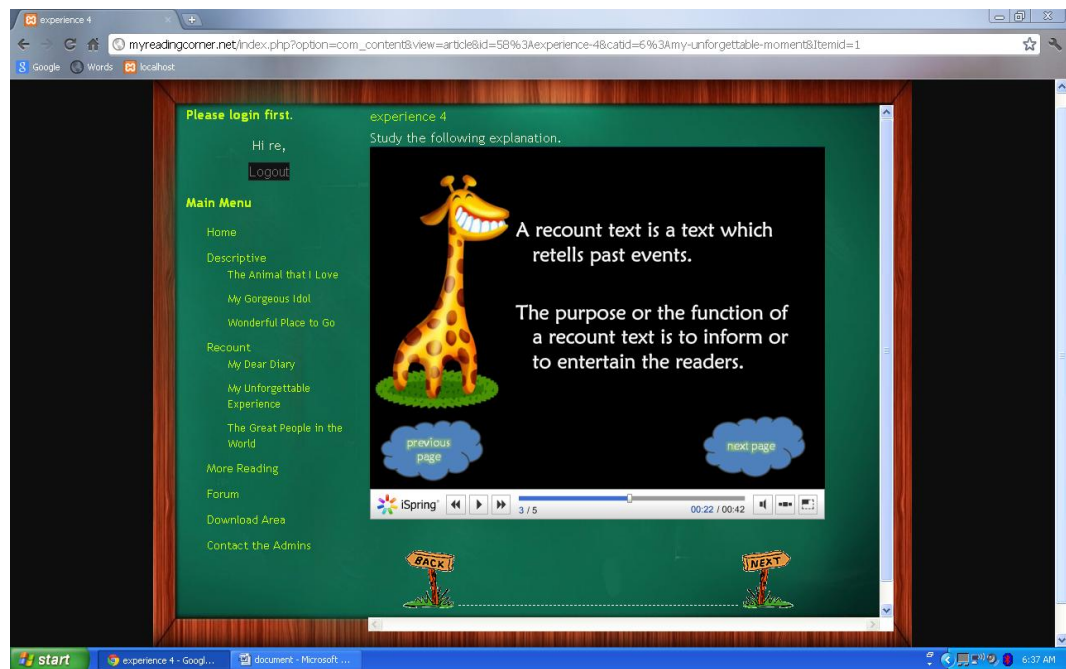


Figure 49. Experience 4

#### 46). Experience 5

In this page, there is a recount text and a question. Students must answer the question by typing it in the comment box. The appearance of the *Experience 5* can be shown in the following figure.





Figure 50. Experience 5

## 47). Experience 6

A recount text which is followed by some true-false questions is the content of the *Experience 6*. It is can be seen as the following figure.

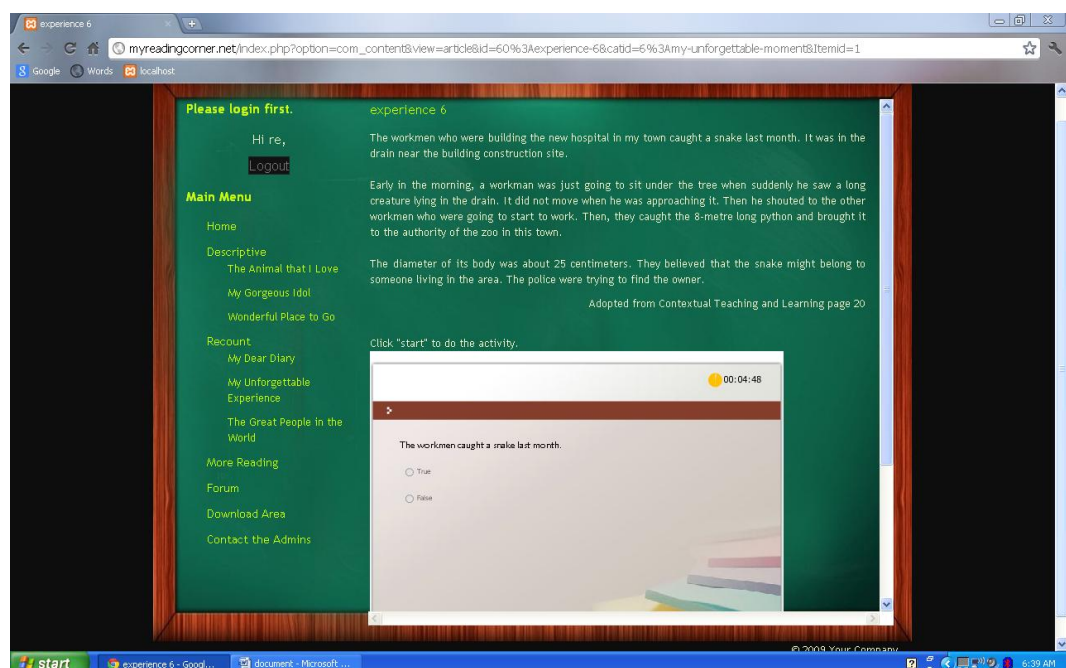


Figure 51. Experience 6

#### 48). Experience 7

In this page, the students are asked to rearrange jumbled paragraphs as shown in the following figure.

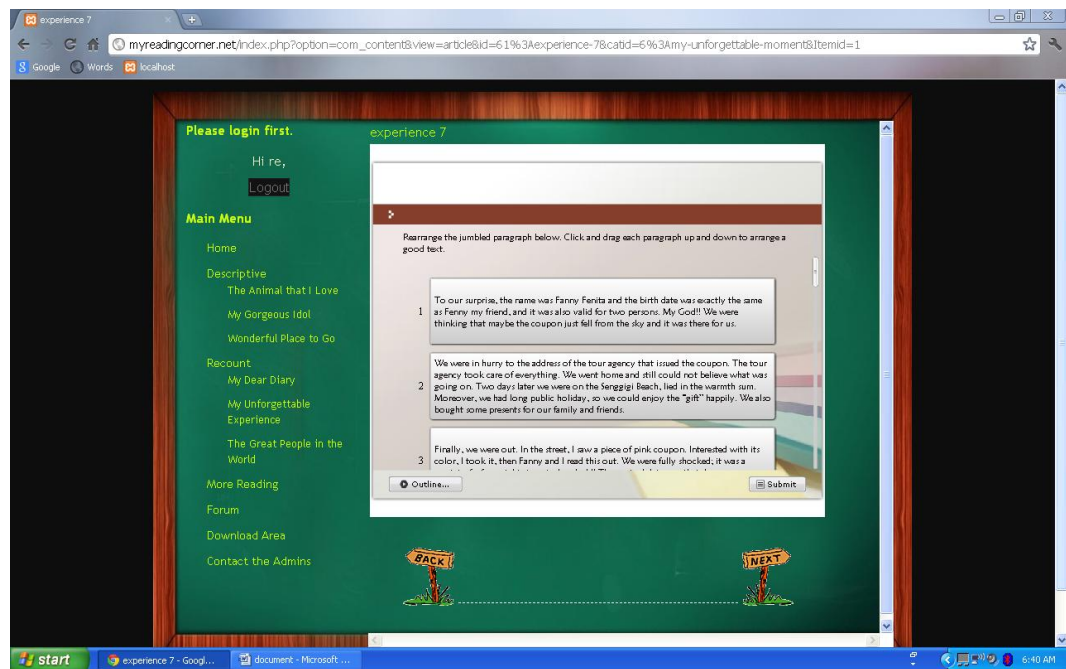


Figure 52. Experience 7

#### 49). Experience 8

There is a quiz in the *Experience 7*. Students have to click on the *Quiz* first to be able to access the questions. The following is the appearance of the *Experience 7*.

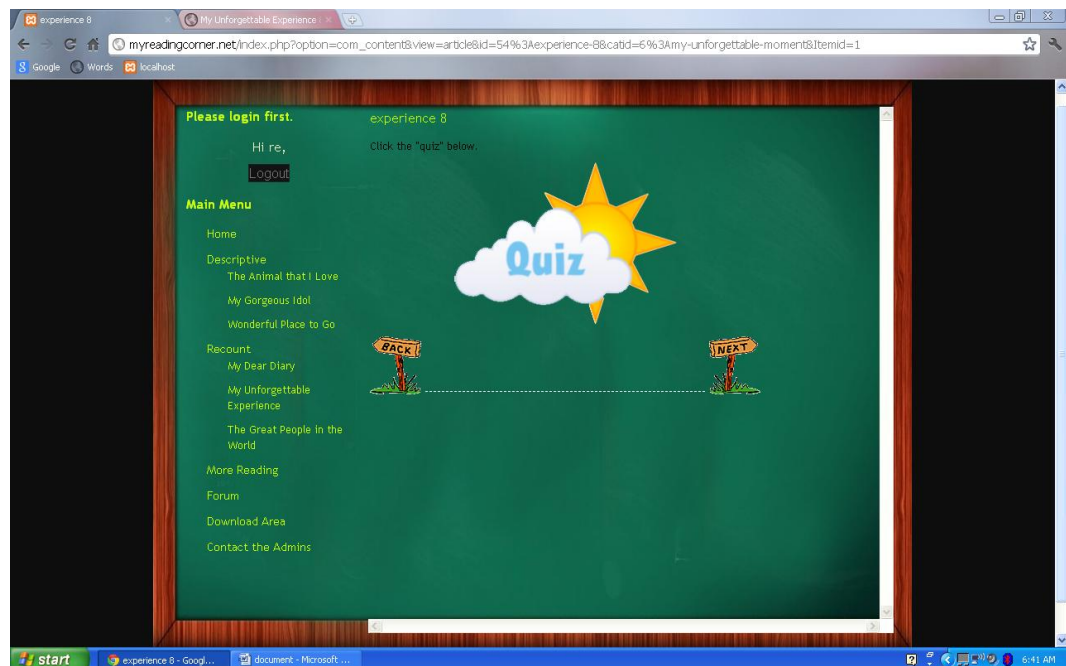


Figure 53. Experience 8

After the students click on the quiz icon, the questions will appear soon as shown in the following figure.

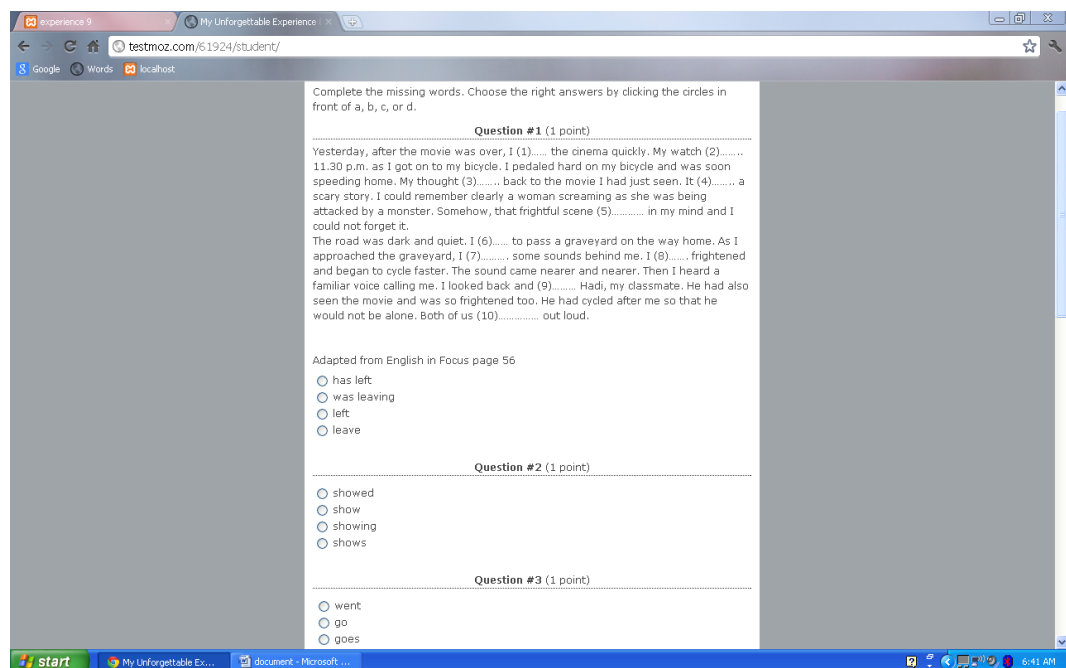


Figure 54. The Questions of the Quiz in the Experience 8

### 50). Experience 9

There is a short text. The students have to change the text into a recount text. In the bottom of the page, there is a space for the students to write their paragraph. The following figure shows the *Experience 9*.

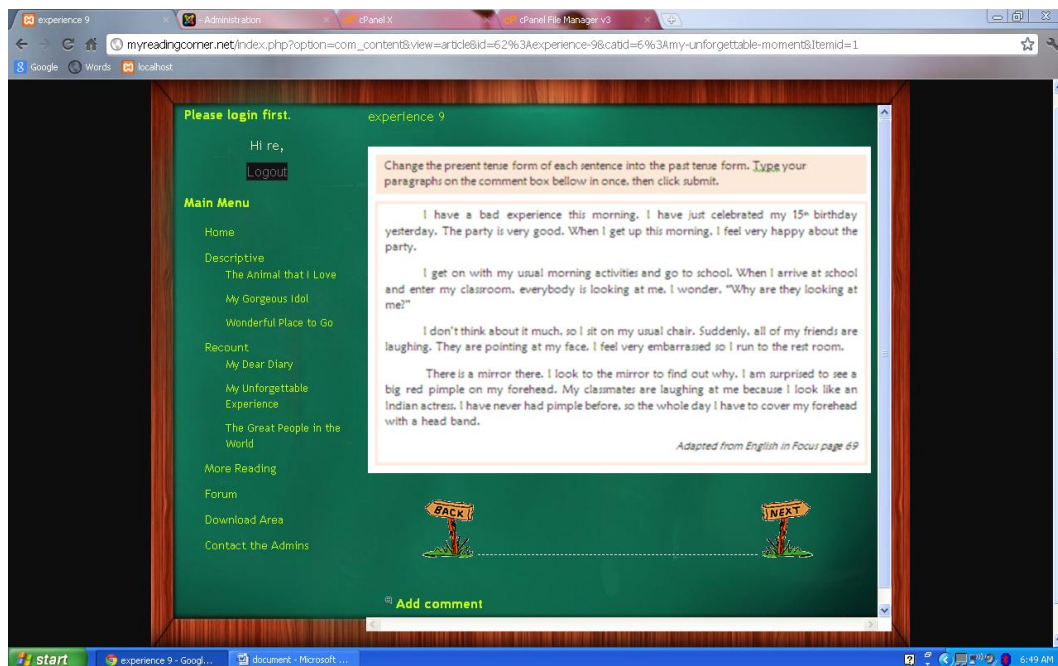


Figure 55. Experience 9

### 51). The Great People in the World

The last topic in the recount menu is *The Great People in the World*. There is a puzzle of a famous picture photograph. The following figure shows the page.



Figure 56. The Great People in the World

## 52). People 1

To know the students' background knowledge, in this page, the students are asked to guess the name and the inventory or achievement of the people in the picture. They can simply skip their answers if they do not know the answers. The following figure shows the page appearance of the *People 1*.





Figure 57. People 1

## 53). People 2

There is a recount text in the *People 2*. Students are asked to read the text aloud. The following figure is the look of the *People 2*.

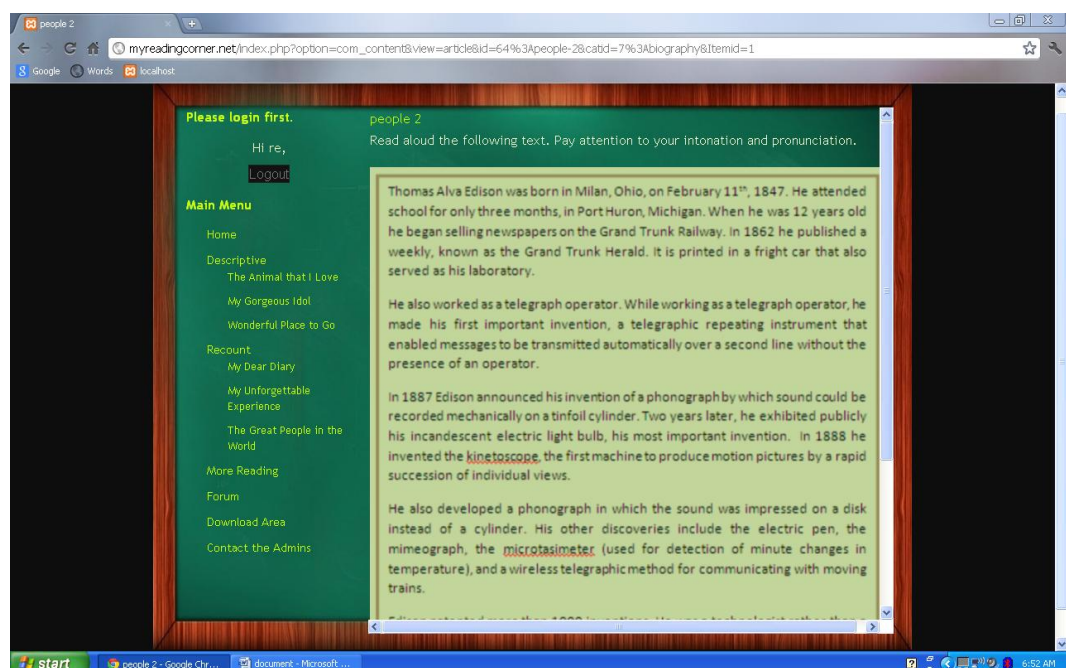


Figure 58. People 2

## 54). People 3

There are some words and their audios. Students can practice pronouncing those words. The *People 2* page is shown as the following figure.

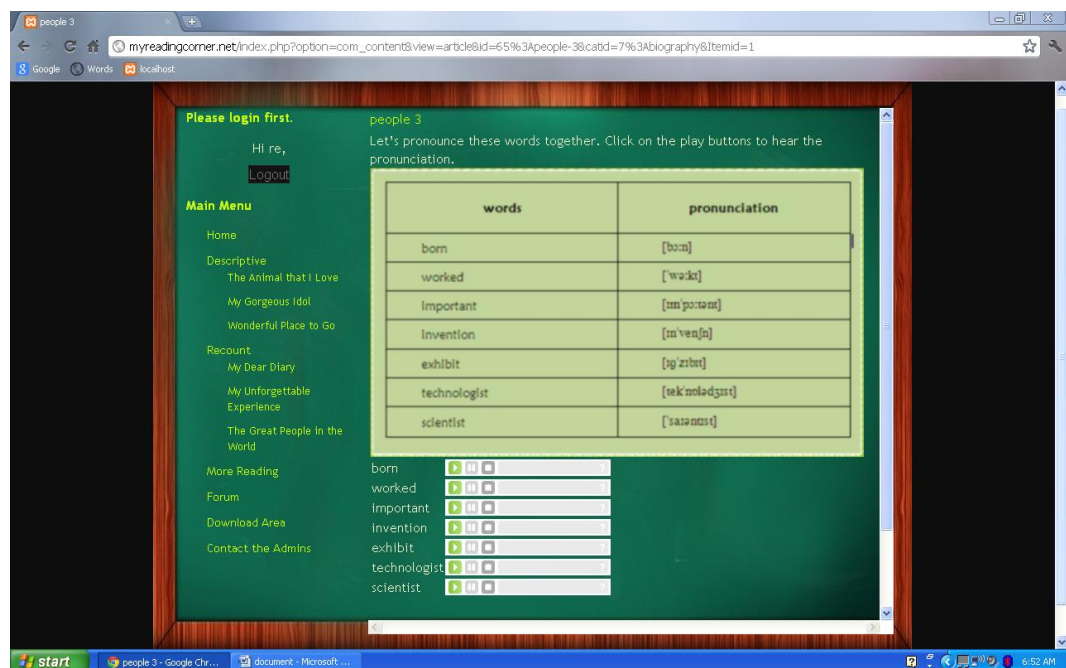


Figure 59. People 3

## 55). People 4

The explanations about recount texts are given in this page. The explanations are in the forms of animation. The following figure shows the appearance of the *People 3*.

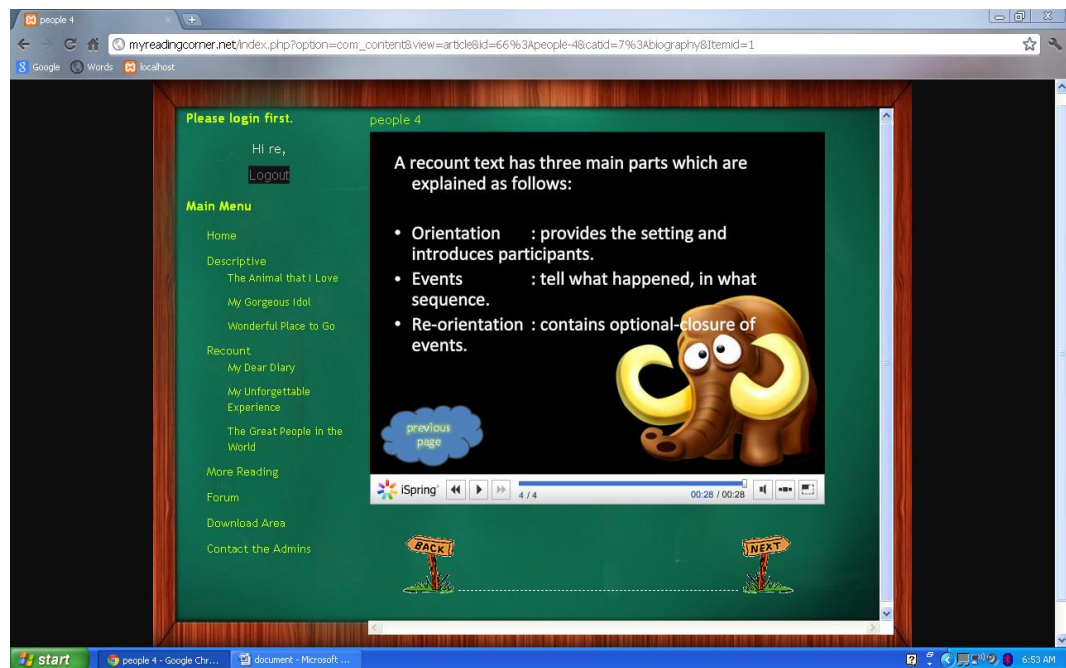


Figure 60. People 4

56). People 5

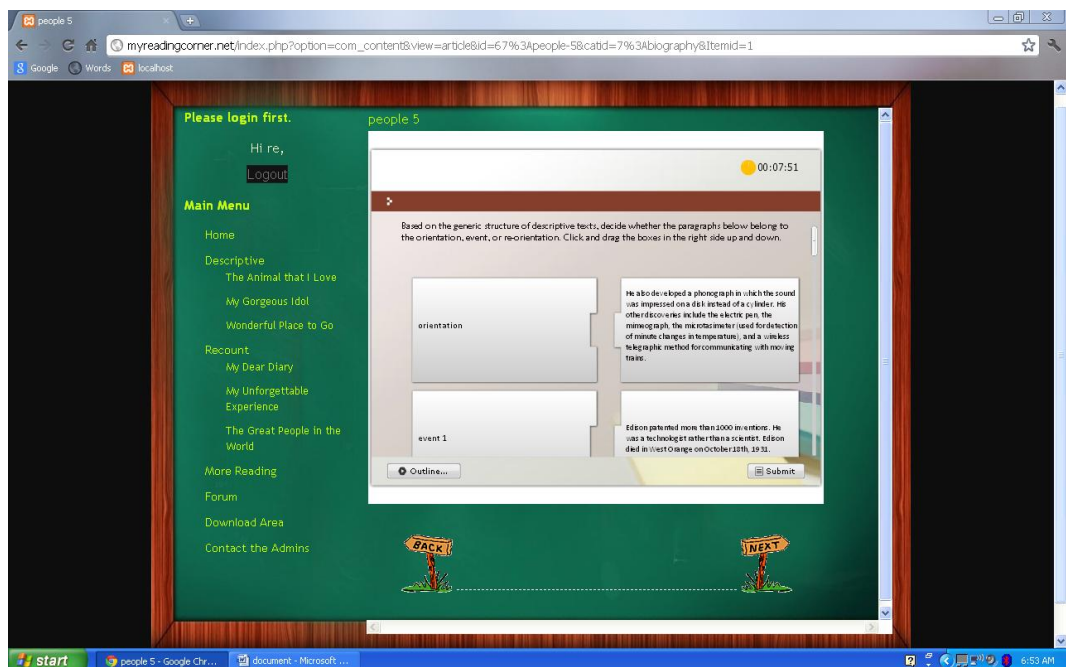


Figure 61. People 5



The activity in this page checks the students understanding about the explanations in the previous page. The page is shown in the figure 60.

### 57). People 6

In this page, there are a recount text and a question. The students can type their answers on the comment box in the bottom of the page. The following figure shows the *People 6* page.



Figure 62. People 6

### 58). People 7

In this page, students are given some true-false questions. The appearance of this page is as shown in the following figure.

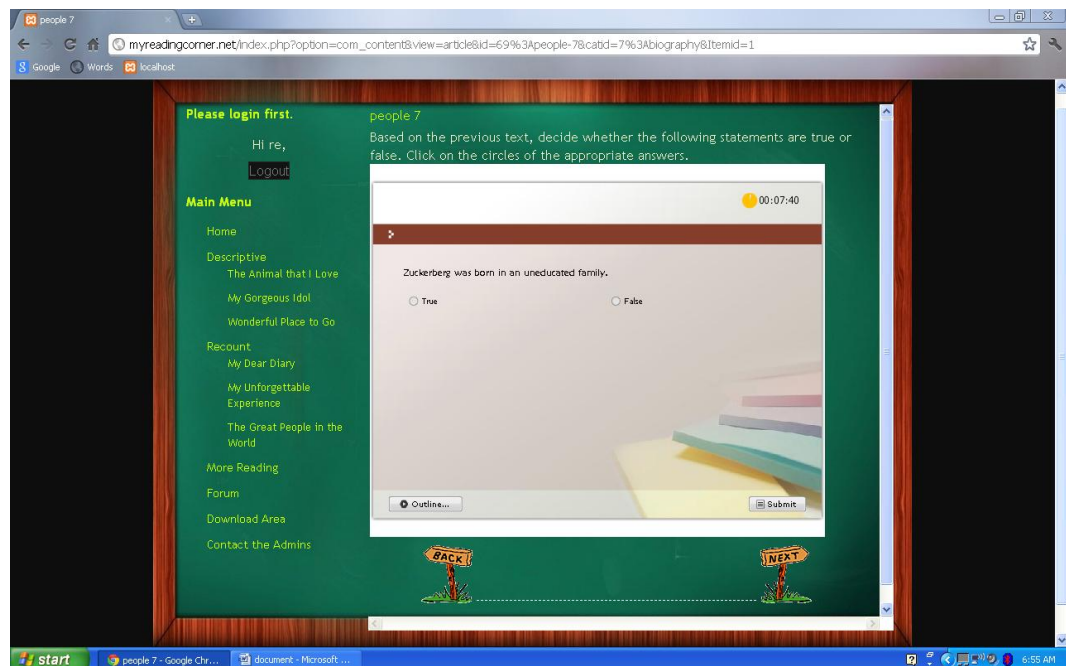


Figure 63. People 7

## 59). People 8

The activity in this page is answering in short answers. The print screen of this page is shown in the following figure.

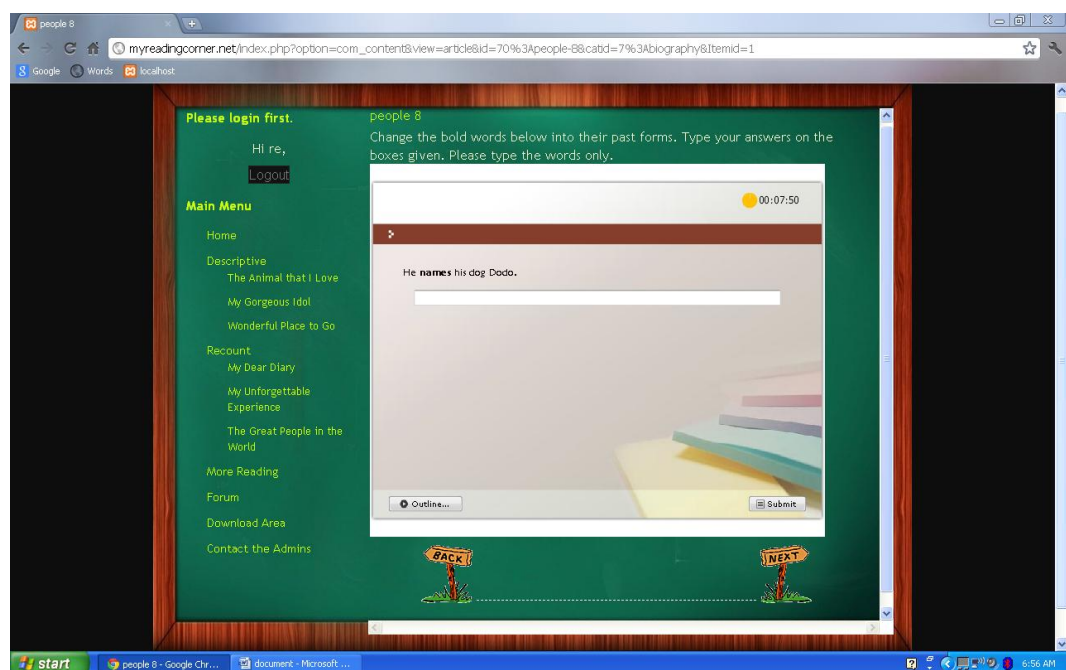


Figure 64. People 8

## 60). People 9

The activity in this page is reordering sentences into a good recount text. To be able to do this activity, the students have to know the generic structure of a recount text and the characteristics of a recount text. The following figure shows the appearance of this page.

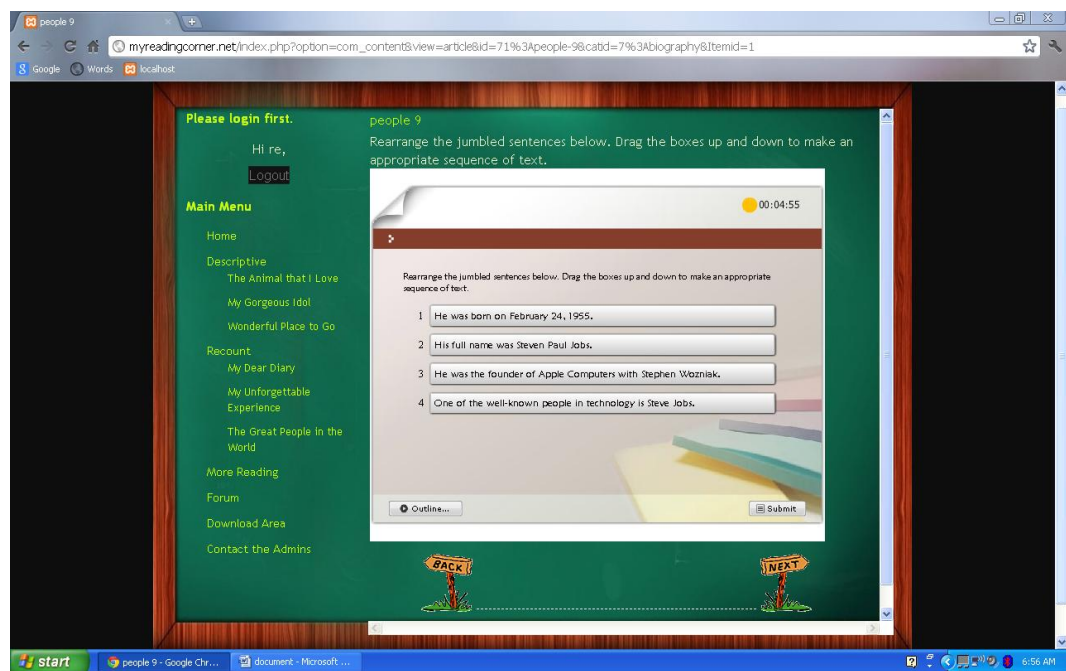


Figure 65. People 9

## 61). Reflection

The *Reflection* is used to know how far the students have learnt the materials in this website. The following figure is the reflection page.



Figure 66. Reflection

After the students click on the reflection icon, some questions will appear soon as shown in the following figure.



Figure 67. The Reflection Questions

## 62). Glossary – Recount

The glossary provides some words which are taken from the texts in the recount menu. Besides, there are also the meaning and the audio of those words. The appearance of the glossary is as shown in the following figure.



Figure 68. Glossary

## 63). Test

The *Test* is the final activity in the recount menu. It consists of thirty questions. After finishing the test, the students can see their score and the wrong answers. They can redo the test as much as they want. The following figure is the appearance of the *Test*.



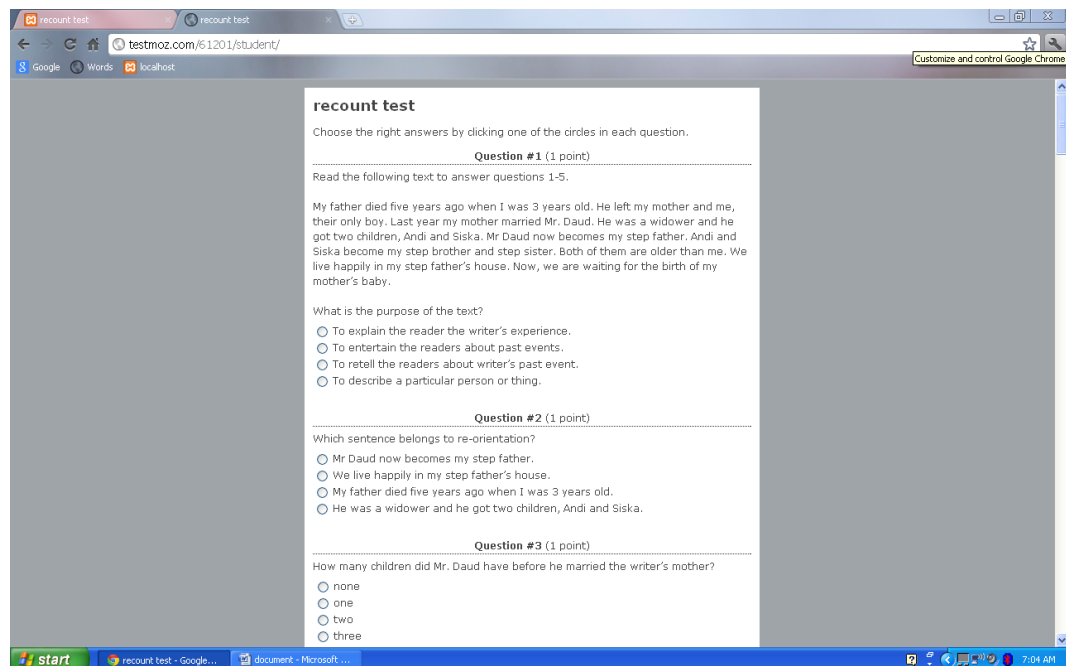


Figure 68. The Test Questions

#### 64). More Reading

The *More Reading* contains some links of descriptive and recount texts. Thus, the look of this page is shown in figure 70.



Figure 70. More Reading

## 65). Forum

The *Forum* can be used to discuss something among the students. The *Forum* page can be seen in the following figure.



Figure 71. Forum

## 66). Download Area

The website provides some files which are available to be downloaded by the students. The following figure is the appearance of the download page.



Figure 72. Download Area

#### 67). Contact the Admin

This page consists of information related to the website administrator.

The following figure is the look of the *Contact the Admin*.

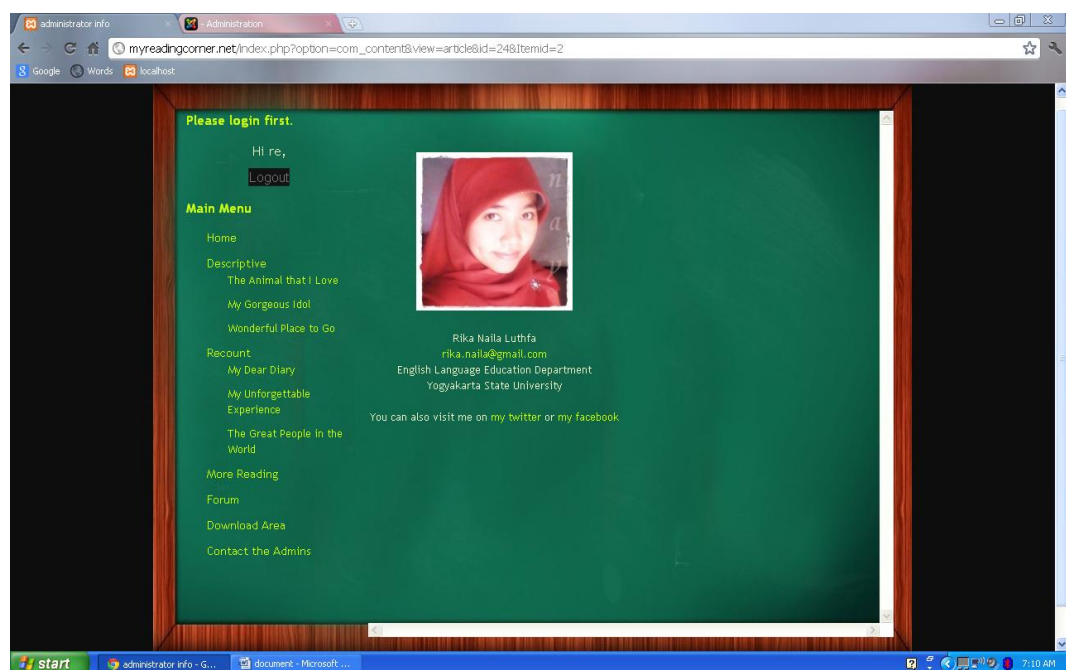


Figure 73. Contact the Admin



f. Preparing Supporting Materials

Some relevant supporting materials were then provided to enrich the materials. There were some websites which were linked to the website. Some of them provided quizzes, puzzles, texts, questions, and extra activities. They are as follows.

[www.iteslj.org](http://www.iteslj.org)

[www.manythings.org](http://www.manythings.org)

[www.listen-to-english.com](http://www.listen-to-english.com)

[www.decriptivetext83.blogspot.com](http://www.decriptivetext83.blogspot.com)

[www.a4esl.org](http://www.a4esl.org)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.flash-gear.com](http://www.flash-gear.com)

[www.smpn5depoksleman.blogspot.com](http://www.smpn5depoksleman.blogspot.com)

g. Doing an Alpha Test

Alpha test is a test which is given by the media and also materials experts. It is also called as the expert evaluation. Once the website was completed, it was called as the first draft. Then, it was consulted to the experts. The website was tested for its media aspect and materials aspect. The purpose of alpha test is to validate that the media and the materials are ready to use by the users or the students. The media expert dealt with the design of the website, while the materials expert dealt with the content of the website.

### 1). Evaluation by the Materials Expert

The materials evaluation of the web-based materials was carried out by the a content expert, Mr. Ari Purnawan, S.Pd., M.Pd., M.A.. He is a lecturer in English Education Department of Yogyakarta State University. His duty was to validate the materials and to give comments, suggestions, and feedbacks in order to improve the content and instructional quality of the materials in the web-based reading materials being developed.

**Table 4. The Data Collection of the Materials Expert**

Criteria	Score
The relevance of the materials with the learning competence.	5
The relationship between the topics which are used and the students' daily life.	5
The suitability of the materials for the students.	4
The sequence of the materials whether they are sequenced logically or not.	5
The attractiveness of the materials appearance.	5
The clarity of the instruction.	5
The effectiveness of the language.	5
The variety of activities.	4
The use of appropriate grammar in the materials.	3
The logical sequence of the tasks from dependent to independent ones.	3
The clarity of the explanation.	5
The development of tasks is from easier to more difficult.	5
The clarity of the examples provided.	5
The students' engagement in the tasks.	4
The effectiveness of the feedback.	5

Continued

Continued	
Criteria	Score
The provision of the evaluation task in each genre text.	5
The usefulness of reflection.	4
The usefulness of the glossary.	4
The appropriateness of the animation, pictures, and sounds.	4
The provision of links in the materials.	4
<b>Mean</b>	<b>4.45</b>

The data computation of this Alpha test, referred to the formula which is proposed by Suharto (2006). Based on the data collection in table 5, the highest score was 5 and the lowest score was 3. Hence, to find the range, the computation is by finding the difference between the highest score and the lowest score. Since the highest score was 5 and the lowest score was 3 so, the range was 2.

$$Xh - Xl = R$$

$$5 - 3 = 2$$

$R$  = range  
 $Xh$  = the highest score  
 $Xl$  = the lowest score

The range then was used to make a scoring conversion. There were five categories of the scoring i.e. very good, good, fair, poor, very poor. Before making the scoring conversion, the class interval must be found out first. The class interval can be found by dividing the range with the quantity of the categories. Thus, the computation of the class interval is as follows.

$$\frac{Xh - Xl}{5} = i$$

$$\frac{5 - 3}{5} = 0.4$$

$i$  = class interval  
 $Xh$  = the highest score  
 $Xl$  = the lowest score  
 $5$  = the category quantity

Based on the computation, the class interval was 0.4. The class interval then was used to make ranges of score of each category. The following is the scoring conversion based on the previous computation.

#### The Scoring Conversion

<b>range</b>	<b>category</b>
3.00 – 3.40	very poor
3.41 – 3.81	poor
3.82 – 4.22	fair
4.23 – 4.63	good
4.64 ≥	very good

Based on the data on Table 4, the mean score was 4.45. The data can be categorized as good, as long as the mean ranged from 4.23 – 4.63. Since the mean score of the data from the materials expert was 4.45, the materials in the web-based reading materials were suitable for the students of grade eight in junior high school level.

#### 2). Evaluation by the Media Expert

The media expert dealt with the design of the website. In this study, the media expert was Mr. Nurhidayanto P.S.P., M.Pd. He is a lecturer in the English Education Department of Yogyakarta State University. He validated the design and the elements of the website to ensure that the website was appropriate to use.

**Table 5. The Data Collection of the Media Expert**

Criteria	Score
The students' engagement towards the website design.	4
The consistency of the layout.	4
The appropriateness of the template.	4
The clarity of the technical terms.	5
The clarity of the menus.	5
The freedom to choose the menus.	4
The arrangement or the colors composition.	4
The size of the fonts.	4
The styles of the fonts.	4
The readability of the texts.	5
The clarity of the instructions.	4
The appropriate use of the animations, pictures, and sounds.	4
The pictures quality.	4
The audios quality.	4
The animations quality.	3
The effectiveness of the pictures placement.	4
The availability of scores for users.	5
The availability of feedbacks.	4
The loading speed of the website.	5
The students' motivation towards the use of the website.	5
<b>Mean</b>	<b>4.25</b>

The computation for the data collection of the media expert was the same as that for the materials expert. From the Table 5, the mean score was 4.25. It means that the media was categorized as good. Hence, the media was ready to use.

#### h. Making Revisions

The results of the Alpha tests which were carried out by the media and the materials experts were used to revise the first draft of the web-based reading materials. The revision then was called as the second draft. There were some points of suggestion to make the second draft materials better than the first. Table 6 describes the suggestions and the revisions of the content of the website developed.

**Table 6. The Suggestions and the Revisions on the Content**

No.	Suggestions	Revisions
1.	Provide learning objectives at the beginning of each unit.	Learning objectives are provided in each unit.
2.	Try to vary the activities such as matching, table filling, and information transfer.	Some matching and information transfer activities are added.
3.	Provide glossary.	Glossary is provided at the end of each unit.
4.	Add more feedbacks and hyperlinks.	Feedbacks on the tasks and hyperlinks on the materials are added.

Besides, there were also some revisions on the media based on the suggestions from the media expert. Table 8 shows the suggestions and the revisions made on the media.

**Table 7. The Suggestions and the Revisions on the Media**

No.	Suggestions	Revisions
1.	Highlight the instructions in each unit.	The instructions in each unit are in bold.
2.	Use the appropriate capitalization in writing the titles.	The titles are written in an appropriate way.
3.	Put the texts together in one page with their activities.	The texts and the activities are put in one page.
4.	Make a dropdown menu style to make it more attractive.	The menu style is transformed into dropdown.
5.	Put the login form in the upper right corner of the website.	The login form is put in the upper right corner of the website.
6.	Cut the long texts out.	The long texts are made shorter.
7.	Delete the backgrounds in some animations.	The backgrounds are deleted.

Since the media expert suggested that the menus and the login form placement must be changed, the researcher then changed the used template. The first draft used a template from Karin Scholls entitled *Simple Joomla!*. Because there were some limitation in *Simple Joomla!*, the researcher attempted to find another template which menus can be modified into dropdown style and the login form placement can be changed. Then, the previous template was changed into the new one. It was made by Joom Spirit, namely *JoomSpirit\_76*.

The new template was dominated in white background. The menu and login form then was modified as the suggestions from the media expert. The

print screen of the second draft can be seen in the Appendix E. The followings are the detailed information of the second draft.

### 1). Registration Form

The *Registration Form* is used to register a new account of the students who want to access the website. The form can be seen in the following figure.

The screenshot shows a web browser window with the URL `myreadingcorner.net/index.php?option=com_user&task=register`. The page title is "Registration". At the top, there is a login section with fields for "Username" and "Password", a "Remember Me" checkbox, and a "Login" button. Below this, there is a "Create an account" link. The main registration form contains the following fields: "Name:", "Username:", "E-mail:", "Password:", and "Verify Password:", each followed by a text input field and an asterisk (\*). Below these fields, a note states: "Fields marked with an asterisk (\*) are required." A "Register" button is located below the note. On the right side of the page, there is a "Main Menu" section with links to "Homepage", "Descriptive", "Recount", "More Reading", "Forum", and "Download Area". At the bottom right, there is a link "see the admin >>" and social media icons for Twitter and Facebook. The footer of the page says "DESIGN BY JOOMSPIRIT". The Windows taskbar at the bottom shows the "start" button, open applications including "Registration - Google ..." and "Document1 - Microsof...", and the system clock showing "11:16 AM".

Figure 1. Registration Form

### 2). Login Form

The login form is laid in the upper side of the page. The students can make the computer remember their account by clicking the square icon before the



*Remember Me* when they are filling in the form. The following figure shows the appearance of the login form.



Figure 2. Login Form

If the students are successfully logged-in, their name will appear in the upper side of the website, as shown in the following figure.

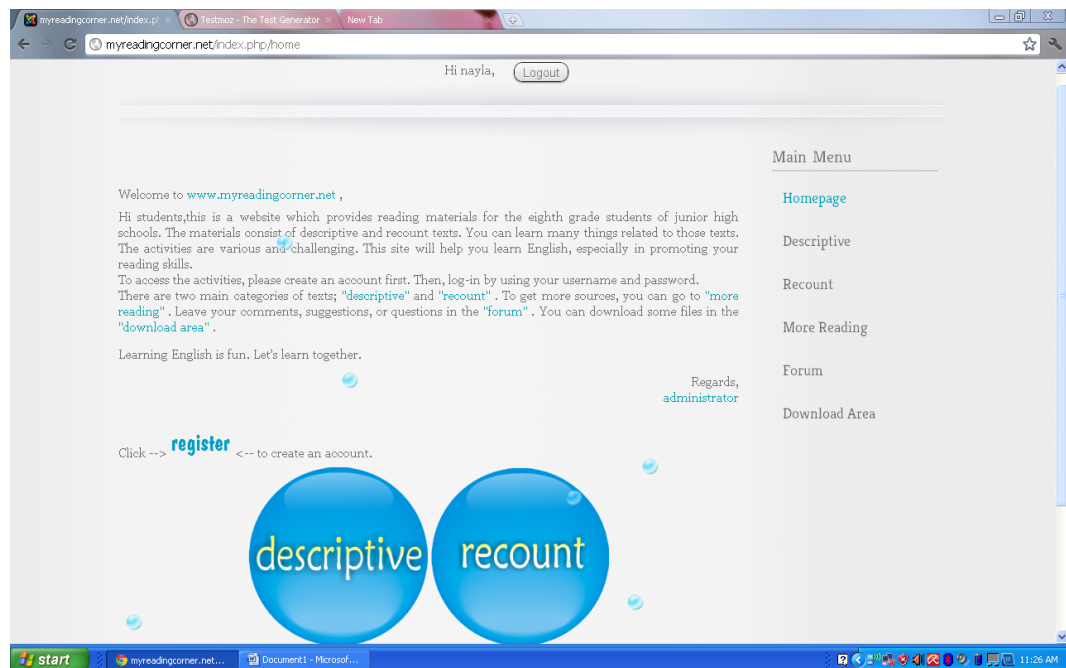


Figure 3. The User Name Appearance

### 3). Homepage

The home of the website contains the information about this website. There are short explanations of each menu. Besides, how to access the website is also explained here. The following figure shows the print screen of the homepage.



Figure 4. Homepage

#### 4). Descriptive

This is the second menu of the *Main Menu*. It consists of three topics of descriptive text. There is short introduction in the above topic pictures. The page can be seen in the following figure.



Figure 5. Descriptive

The students can choose a picture in the descriptive page, or they can choose from the menu by crossing the mouse over the menu, as can be seen in the following figure.



Figure 6. Sub-Menus of Descriptive Menu



## 5). The Animal that I Love

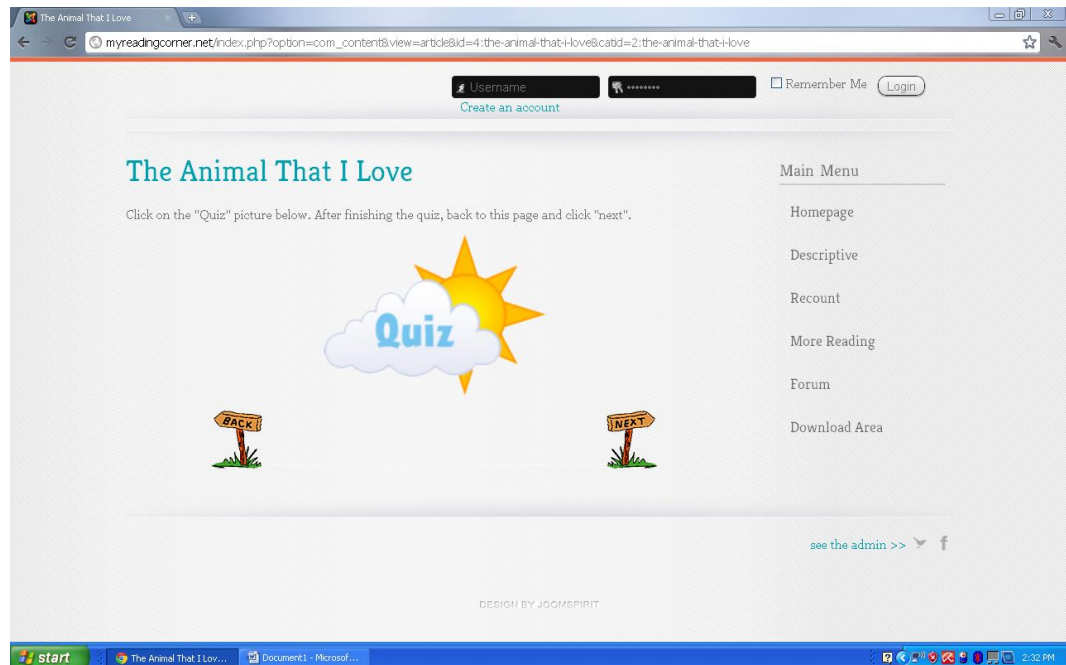


Figure 7. The Animal that I Love

This is the first page of the first descriptive sub-menu. In the white background, the pictures and the texts can be clearly seen as shown in the figure 7.

## 6). Animal 1

In the first draft, the title of this page is *Activity 1*. In the second draft, the title is changed into *Animal 1* to make it consistent since the other topics use a word which represents its topic. Figure 8 shows the appearance of the *Animal 1*.

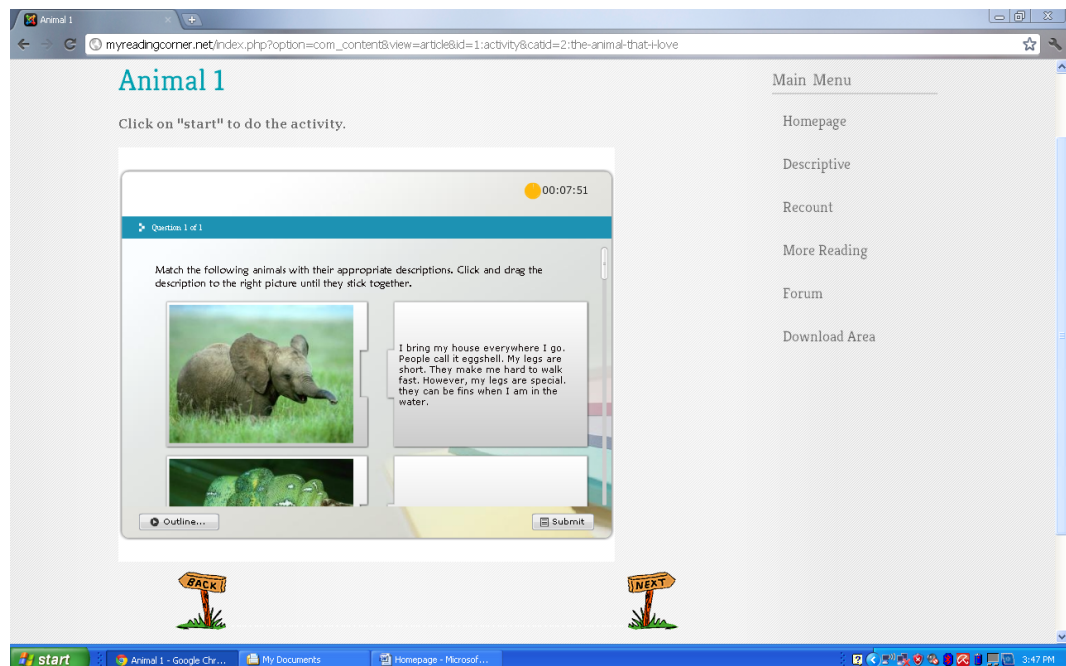


Figure 8. Animal 1

7). Animal 2

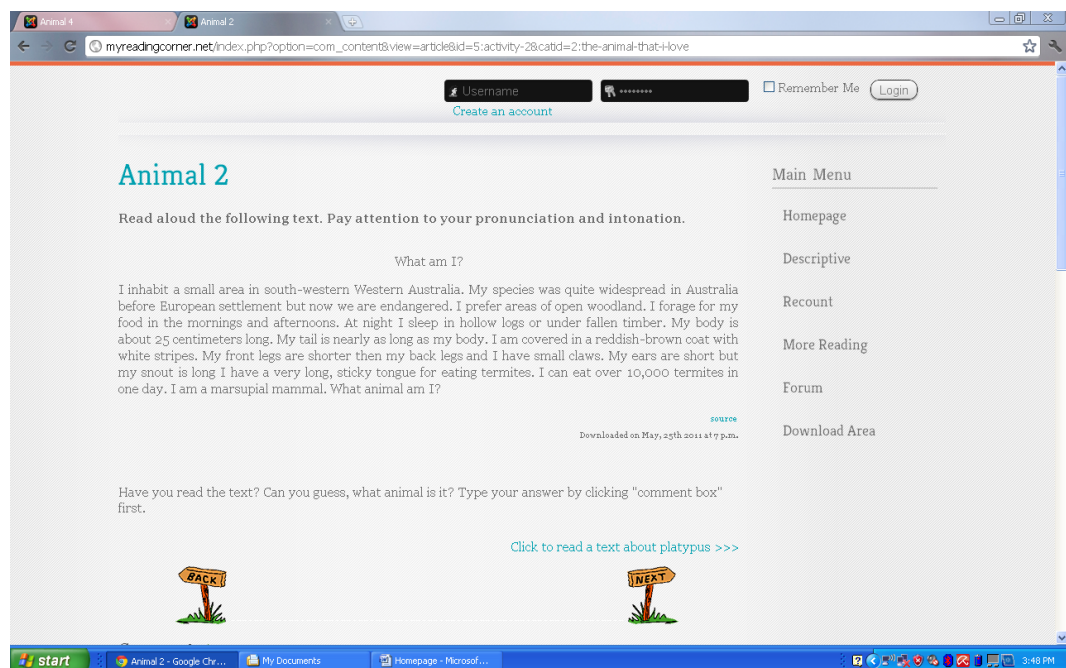


Figure 9. Animal 2

In the *Animal 2*, the instruction is in bold. The source is made in the form of link. Thus, if the students click on the *source*, it will lead them to the website where the text was adapted. Besides, in the end of the text, students are given a link to another website which provides descriptive texts. The page of *Animal 2* can be seen in the Figure 9.

#### 8). Animal 3

In this page, there is an animation about descriptive text. Besides, there is also a link to go to another website which provides explanation about descriptive texts. The page of *Animal 3* can be seen in the following figure.



Figure 10. Animal 3

## 9). Animal 4

The *Animal 4* shows revisions in terms of bolded instruction and the menu placement as shown in the following figure.

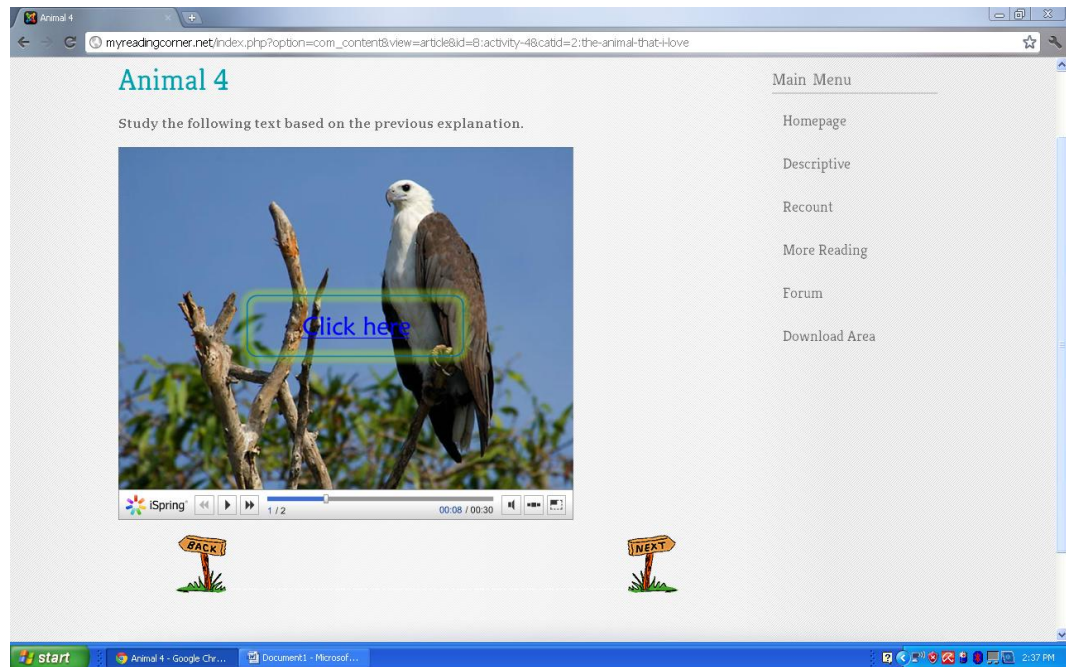


Figure 11. Animal 4

## 10). Animal 5

The revision in the *Animal 5* is on the instruction which is changed into bold. The menu placement is also changed. Figure 12 is the *Animal 5* page.



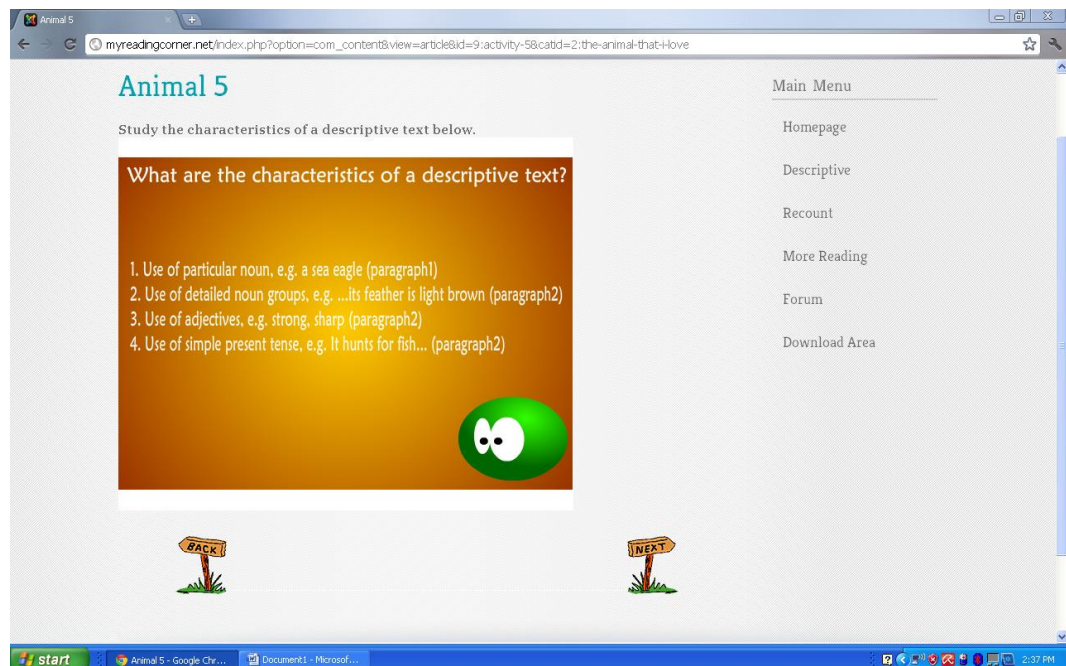


Figure 12. Animal 5

## 11). Animal 6

In the *Animal 6*, the text is provided beside the activity. Its function is to help the students do the activity. In the first draft, the text is laid on the previous page. In the second draft, the text and the activity are put together in a page. The print screen of the page can be seen in the Figure 13.

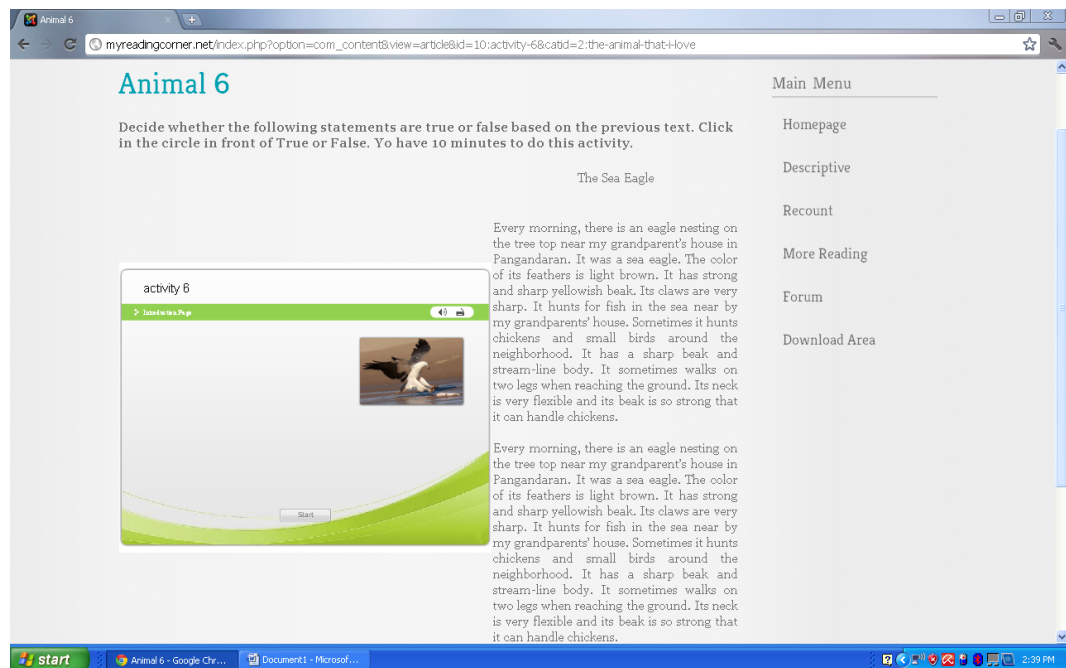


Figure 13. Animal 6

## 12).Animal 7

The appearance of the activity in the *Animal 7* is changed. Students have to click on the *start* button first before doing the activity. The instruction in this page is also changed into bold type. The following figure shows the second draft of the *Animal 7* page.

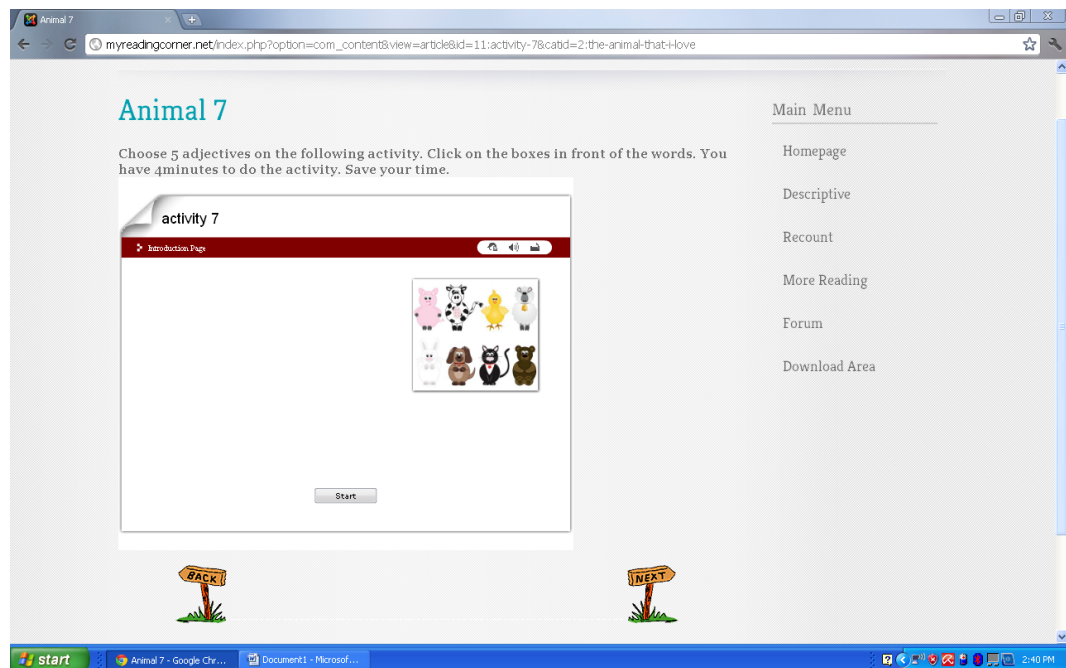


Figure 14. Animal 7

## 13). Animal 8



Figure 15. Animal 8



As can be seen in the Figure 15, there is a link below the picture. It is a link of the picture source. If the students click on it, it will lead them to the website where the picture was taken.

#### 14). Animal 9

For the activity in the *Animal 9* is based on the text in the previous page, in the *Animal 9*, the text in the previous page is placed together with the activity in a page. The following is the appearance of the *Animal 9*.

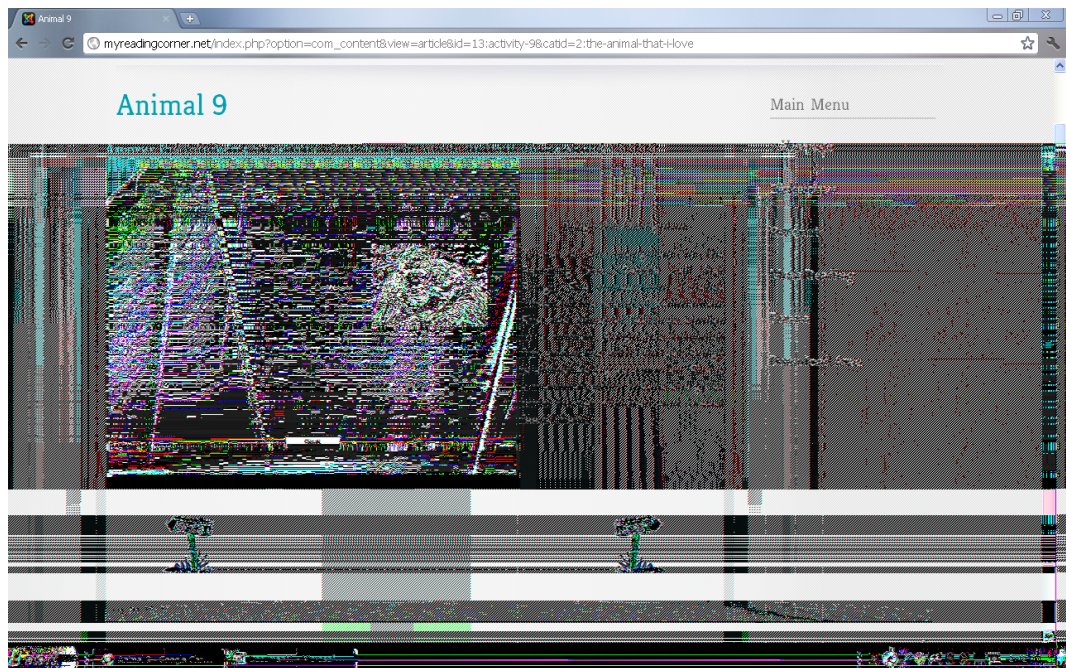


Figure 16. Animal 9

#### 15). My Gorgeous Idol

This is the appearance of this page is not far different from the first draft. There is an additional link to access more quizzes. The link is placed right

below the slide show picture. Figure 17 shows the appearance of the *My Gorgeous Idol*.

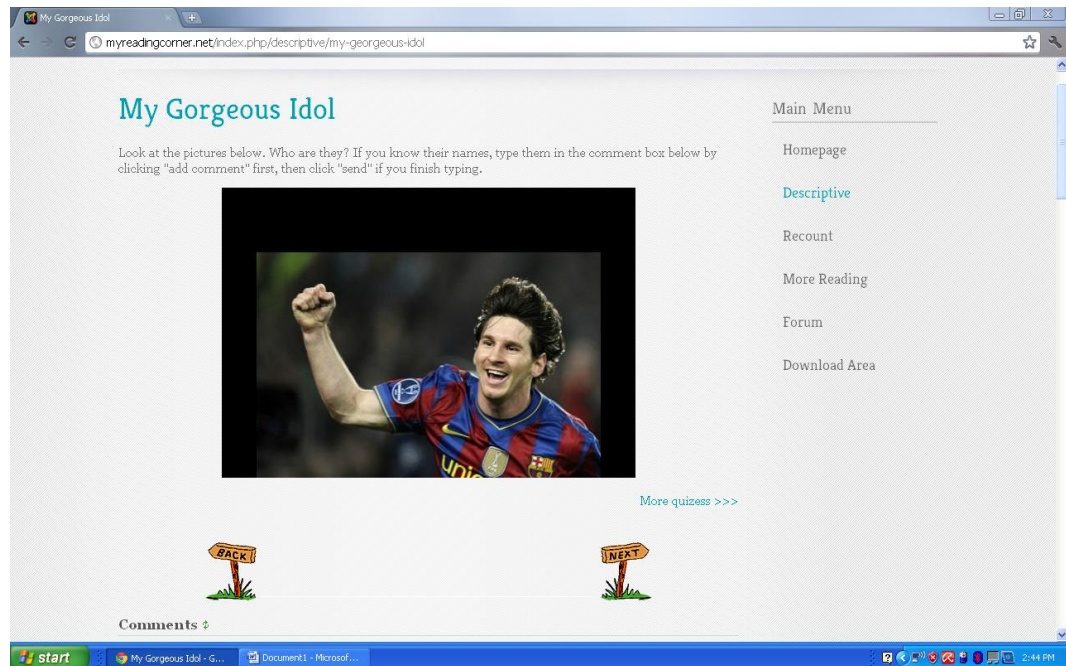


Figure 17. My Gorgeous Idol

16). Idol 1

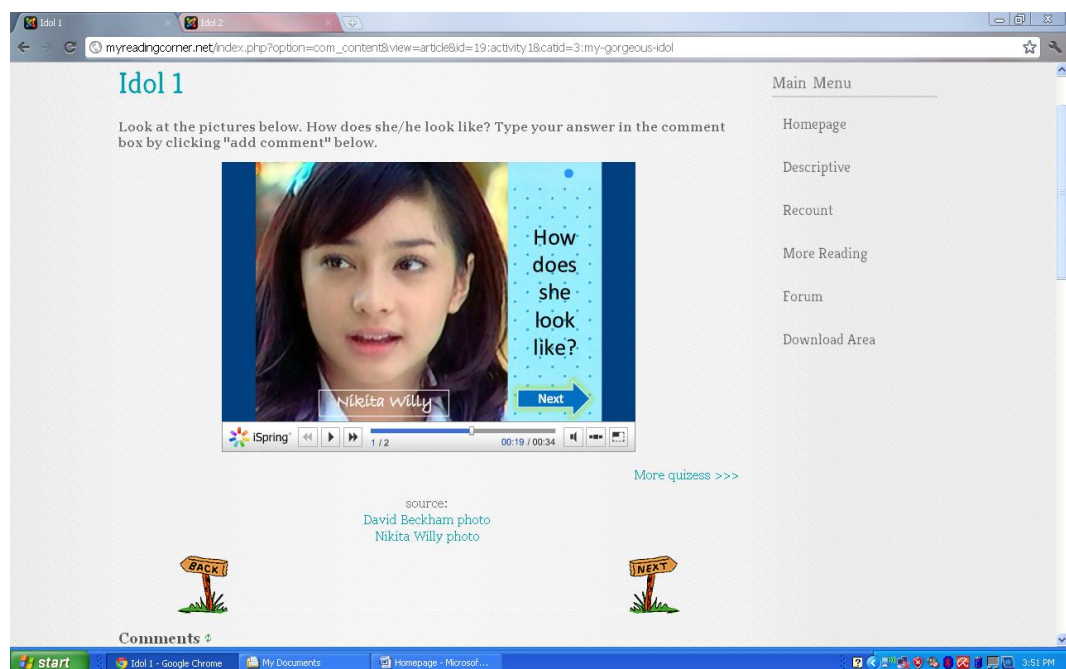


Figure 18. Idol 1

The *Idol 1* is an activity which requires short answers. There are additional picture source links and a quiz link. Figure 18 shows the *Idol 1* page.

#### 17). Idol 2

The difference of the *Idol 2* in the second draft with the first draft is only on the instruction style. The instruction in this page is typed in bold. The following figure shows the *Idol 2* page.



Figure 19. Idol 2

#### 18). Idol 3

There is a text in the *Idol 3*. The text is the same as that in the *Idol 3* in the first draft; but the text in the second draft is shortened. Besides, there is additional link to access more descriptive texts. Figure 20 shows the print screen of the *Idol 3* page.



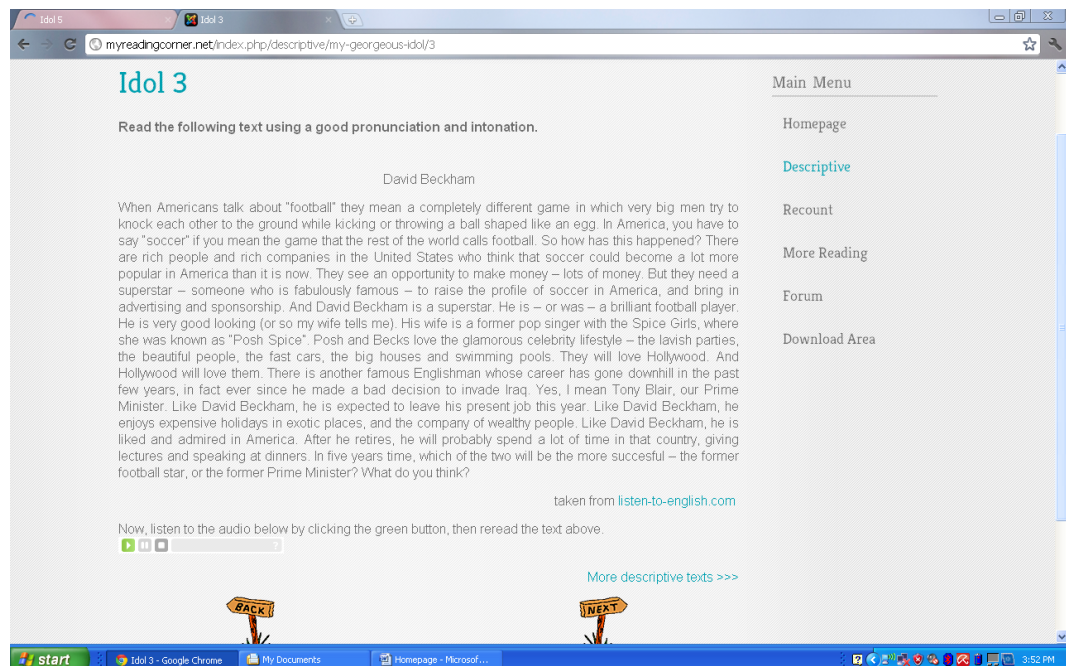


Figure 20. Idol 3

19). Idol 4

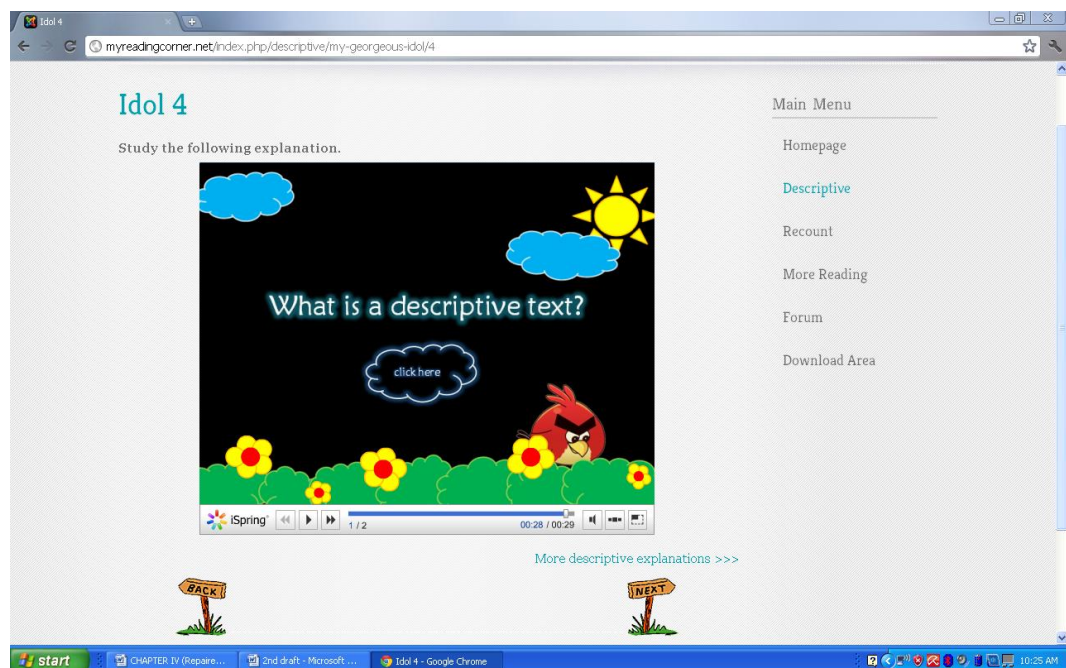


Figure 21. Idol 4

As can be seen in the Figure 21, the *Idol 4* contains an animation. The students can click on the play button to see the animation contents. Besides, there is also a link which will lead the students to another website which provides more explanation about descriptive texts.

## 20). Idol 5

In the *Idol 5*, the students are given information about the questions quantity, the full score, the passing rate, the passing score, and the time limit, before they do the activity. Firstly, the students must click on the *start* button. Then, the questions will soon appear. Figure 22 shows the appearance of the *Idol 5*.

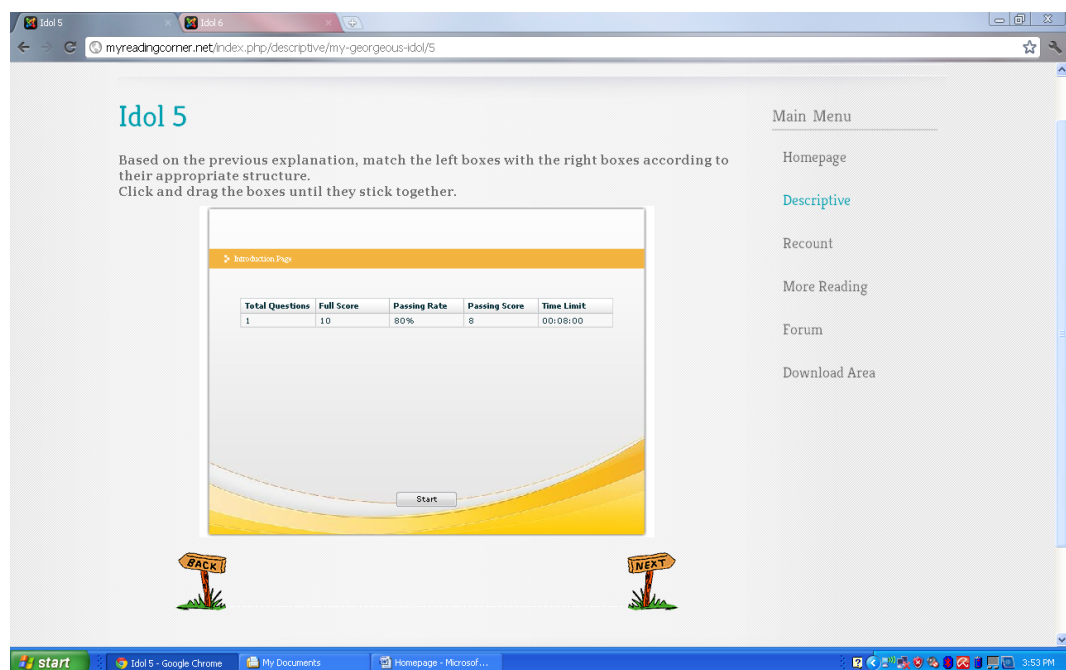


Figure 22. Idol 5



## 21). Idol 6

The activity in the *Idol 6* is supported with a text to help the students do the activity. The following figure is the page of *Idol 6*.

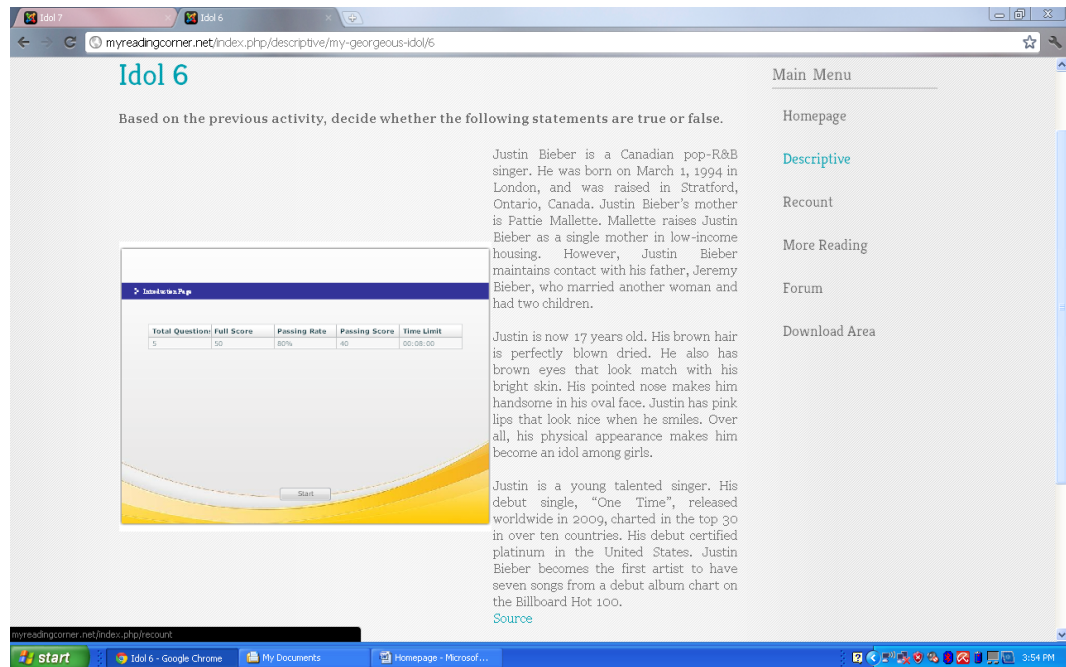


Figure 23. Idol 6

## 22). Idol 7

Before doing the quiz in the *Idol 7*, students must read the text. The text is about describing a person. After that, they must click on the quiz icon to do the activity. When they are clicking on the quiz icon, the quiz will open in a new tab. After doing the quiz, the students can see their score and their wrong answers. Figure 24 shows the appearance of the *Idol 7*.

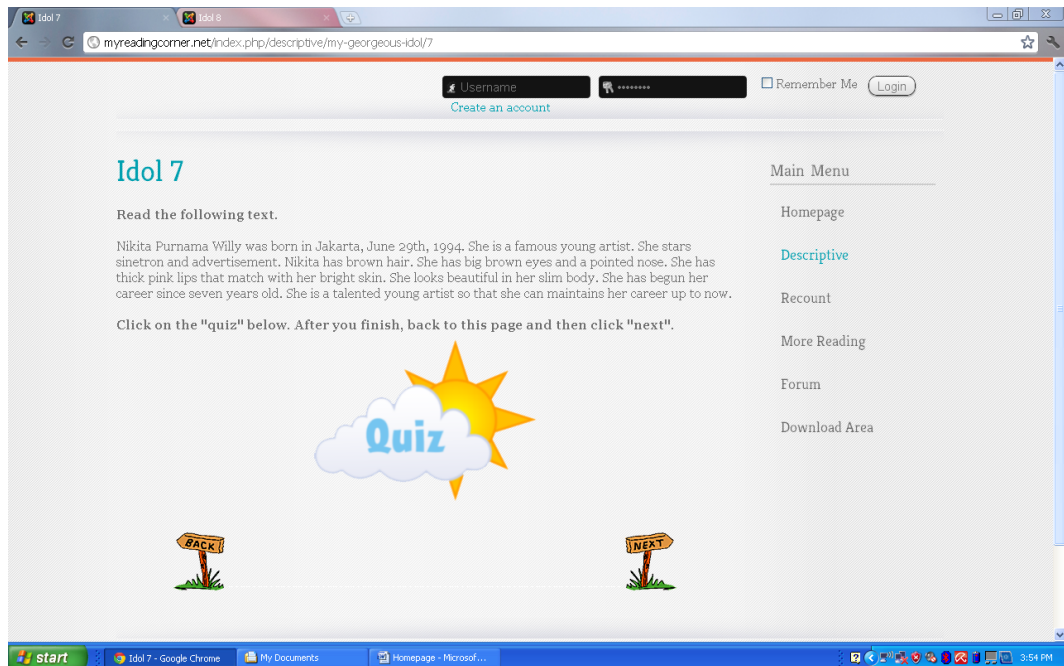


Figure 24. Idol 7

23). Idol 8

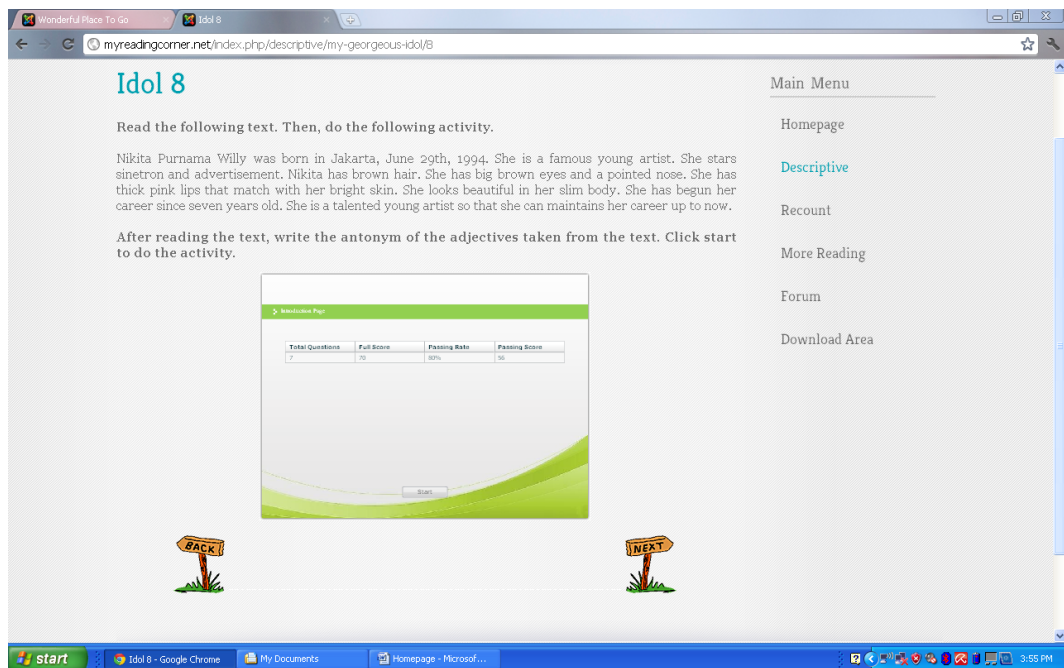


Figure 25. Idol 8

The activity in this page is supported with a text. The appearance of the *Idol 8* can be seen in the following figure.

#### 24). Wonderful Places to Go

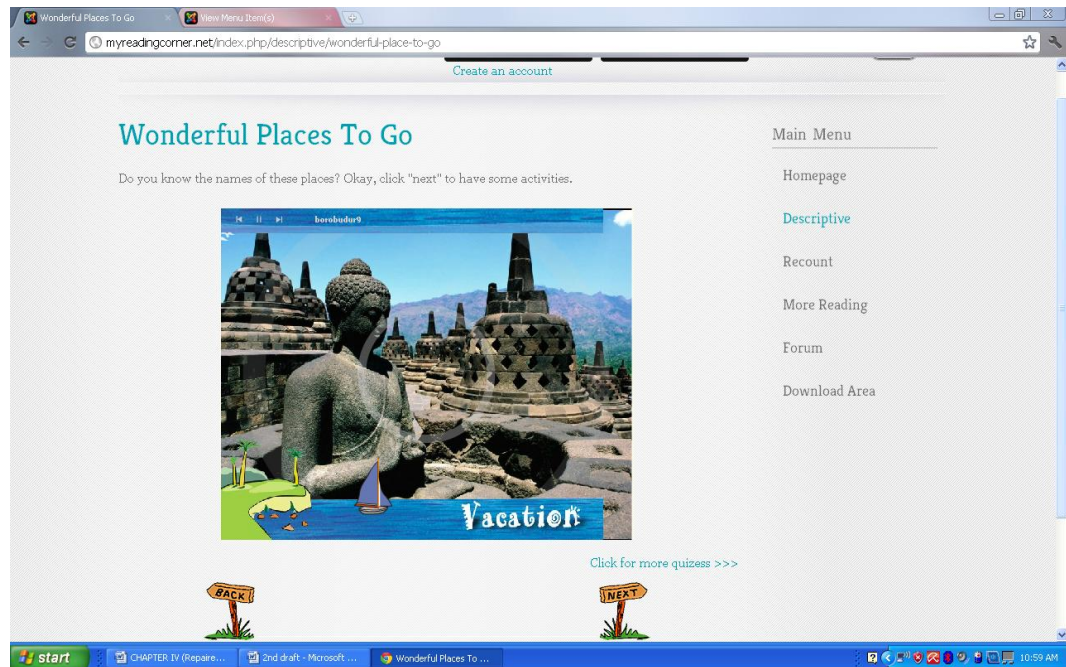


Figure 26. Wonderful Places to Go

In this page, the students are given some pictures of tourism destination. There is a link of quiz below the picture. Figure 25 shows the *Wonderful Places to Go*.

#### 25). Place 1

In the *Place1*, there is an additional link to access more quizzes. The students can do some quizzes from the other websites by clicking the link provided in the page. The following figure shows the print screen of the page.



Figure 27. Place 1

## 26). Place 2

Before doing the activity, the students must click on the *start* button first. After that, they can see their result. They also can do more quizzes by clicking on the link which is provided in the page as can be seen in the following figure. The link is taken from another website which provides quizzes.



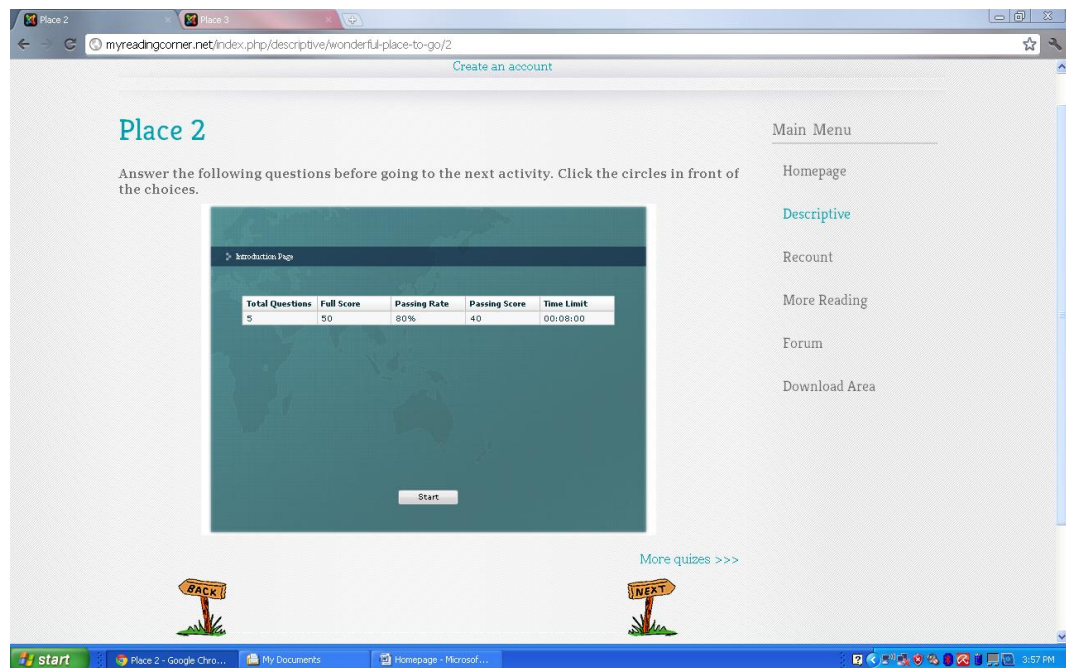


Figure 28. Place 2

27). Place 3



Figure 29. Place 3

There is no revision in terms of activity in the *Place 3*. It is only the menus placement which is changed. The print screen of the *Place 3* can be seen in the figure 29.

28). Place 4



Figure 30. Place 4

The animation in this page is still the same as the animation in the first draft. There is an additional link below the animation. The link will lead the students to another website which provides explanation about descriptive text.

29). Place 5

The activity in this page is supported with a text to help the students do the activity as can be seen in the following figure.

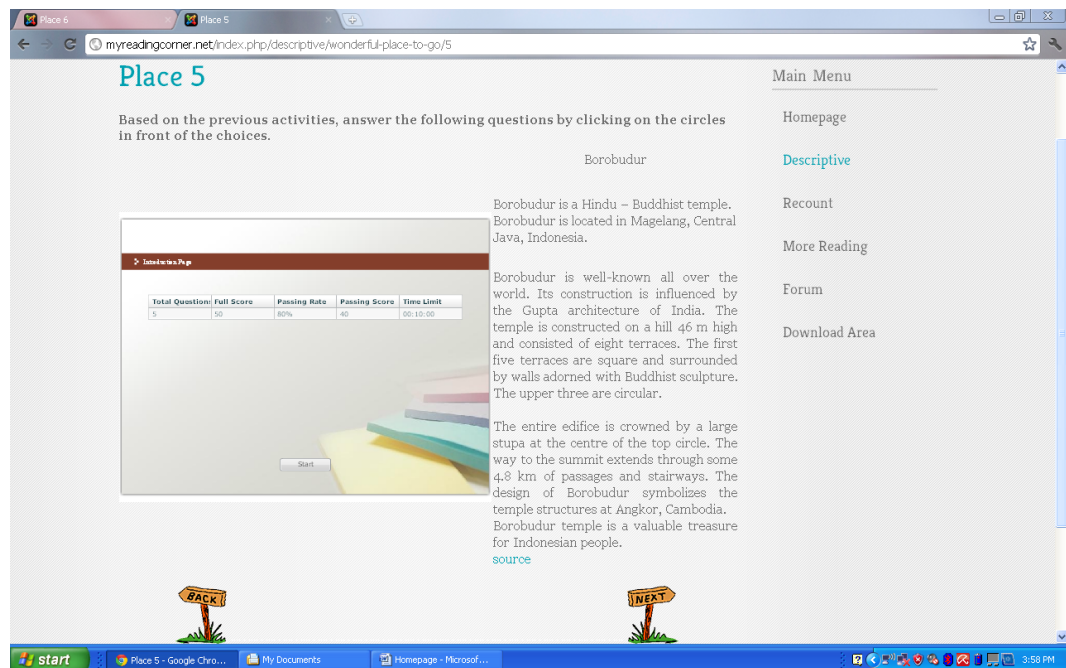


Figure 31. Place 5

30). Place 6

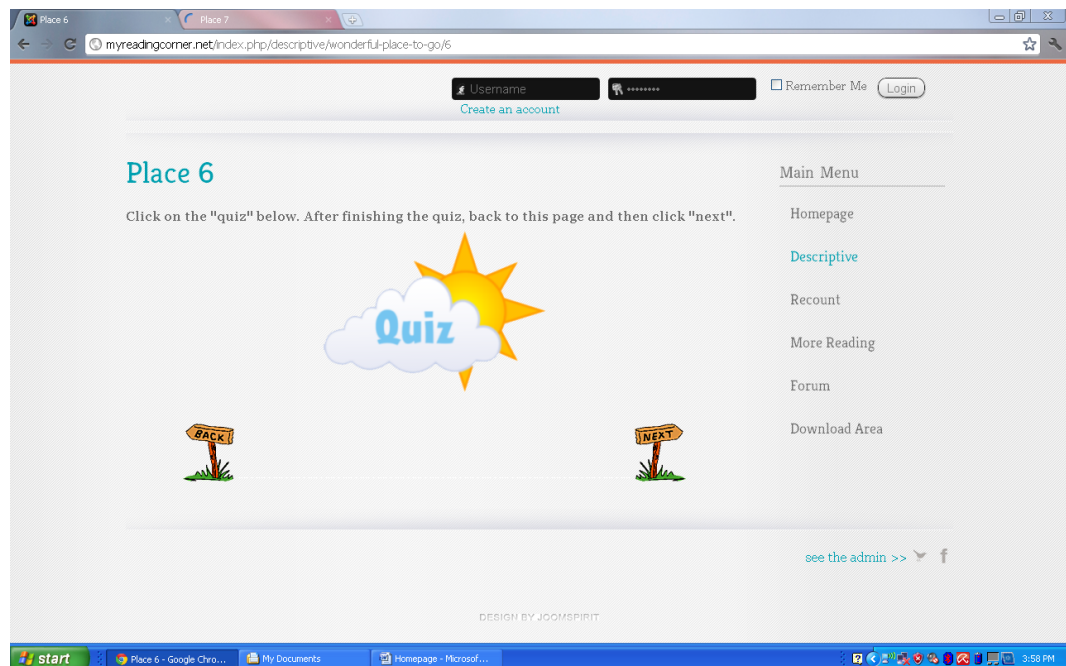


Figure 32. Place 6

In this page, the students must click on the quiz icon first before doing the activity, as can be seen in the Figure 32.

### 31). Place 7

Before doing the activity in this page, the students are introduced with the questions quantity, the full score, the passing rate, the passing score, and the time limit. The *Place 7* can be seen in the following figure.

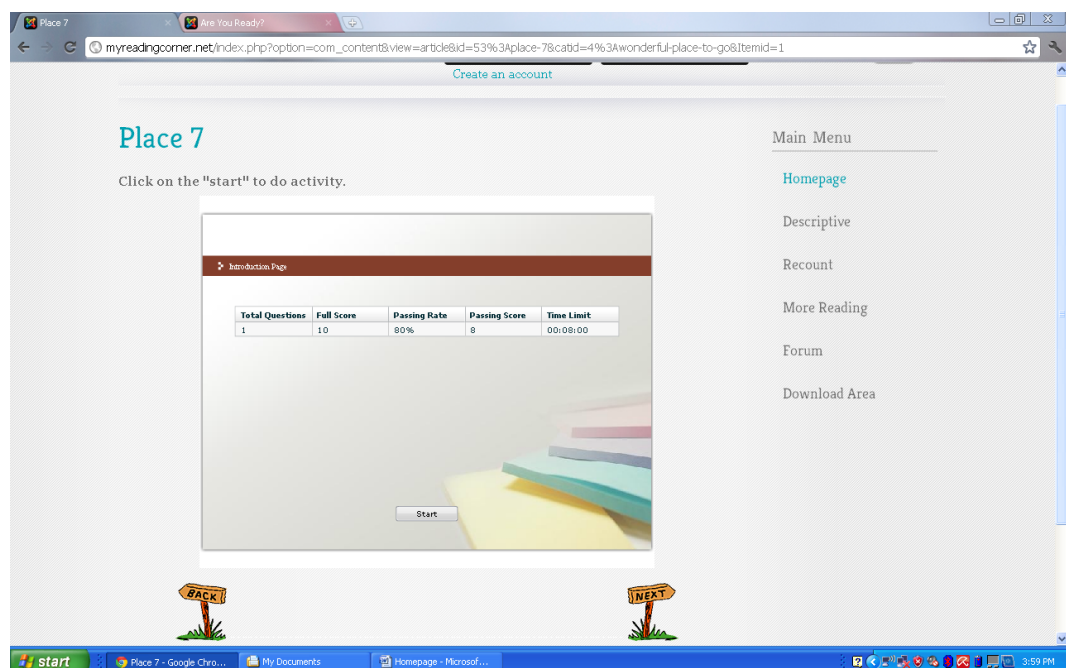


Figure 33. Place 7

### 32). Are You Ready?

This page provides information about the function of glossary icon, the back icon, and the take-the-test icon as can be seen in the following figure.



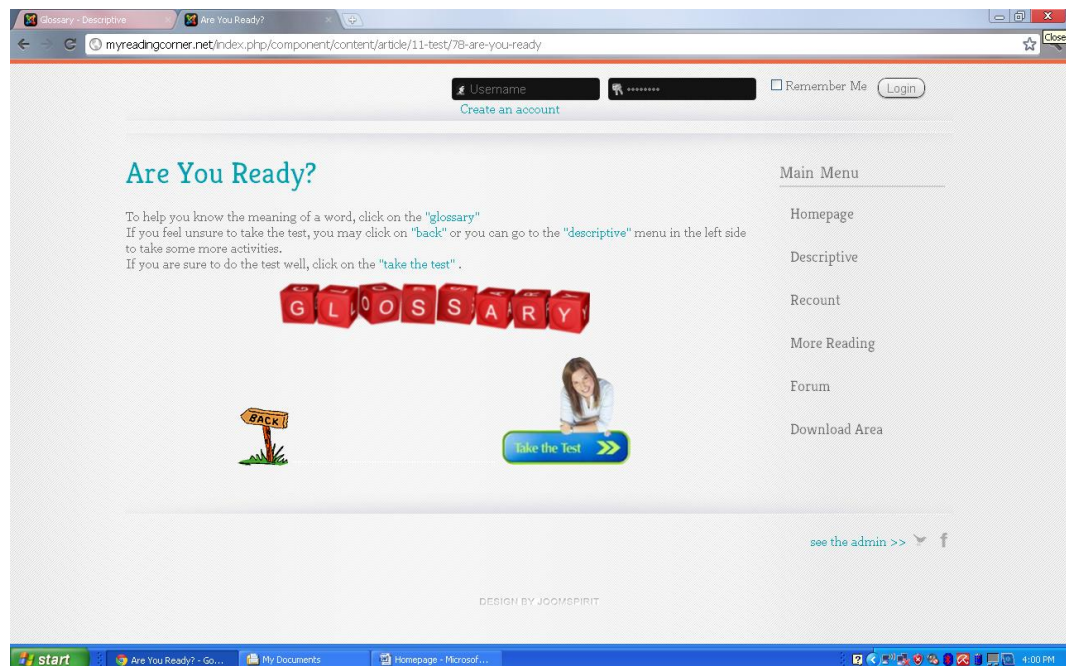


Figure 34. Are You Ready?

## 33). Glossary- Descriptive

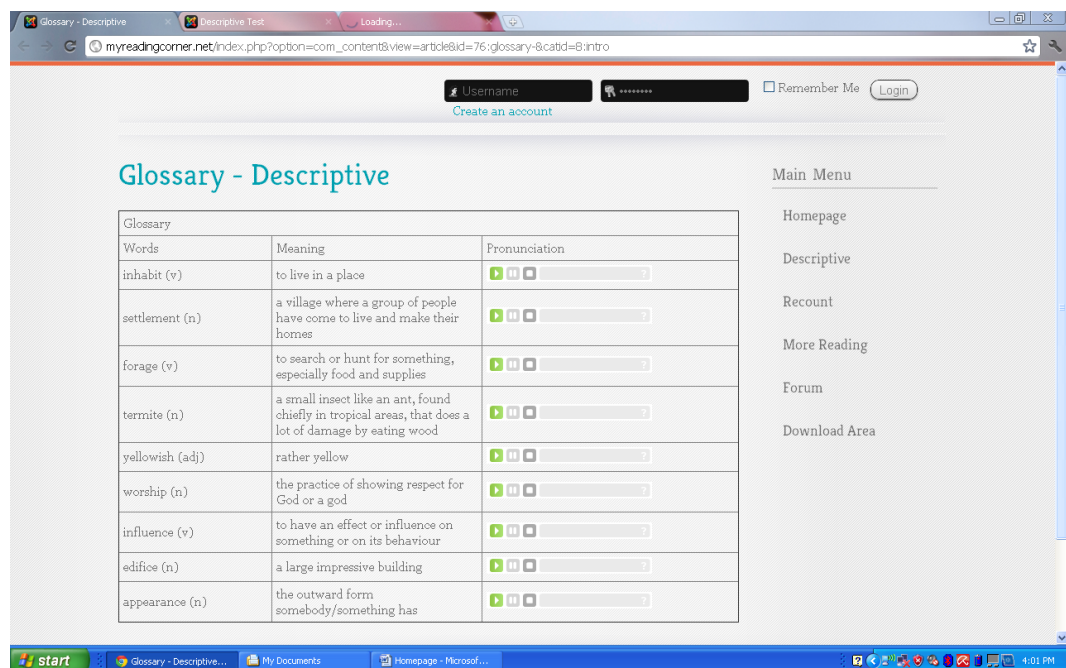


Figure 35. Glossary- Descriptive

The glossary for the descriptive menu contains some words following by their meaning and their pronunciations. The *Glossary* can be seen in the Figure 35.

#### 34). Descriptive Test

The final activity in the descriptive menu is the *Descriptive Test*. The students have to click on the quiz icon first before doing the test. The following is the test page.

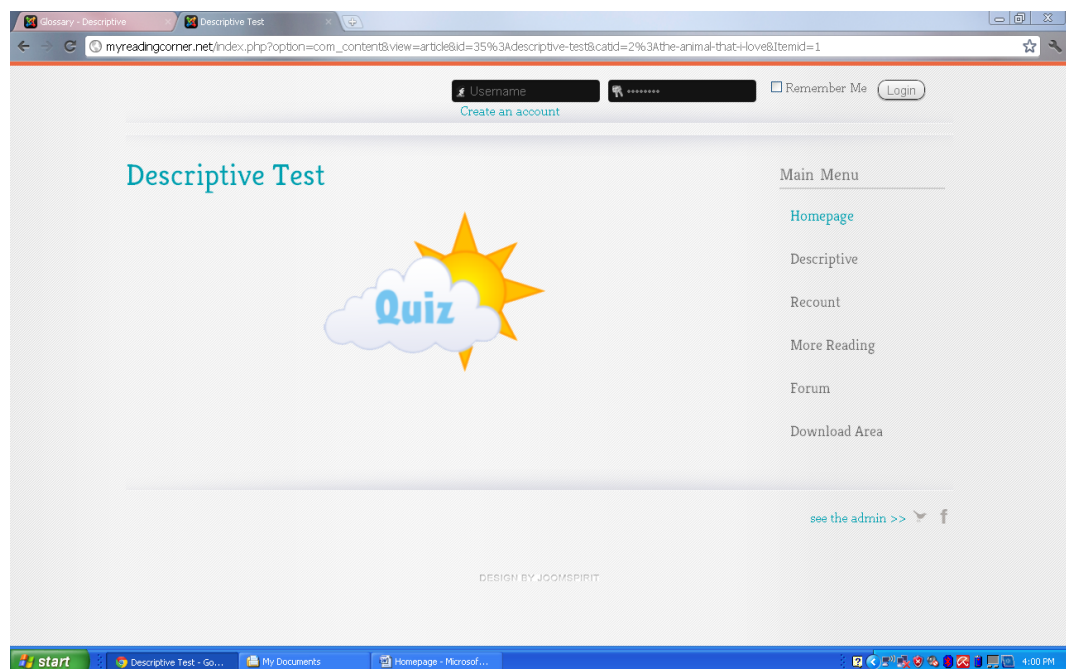


Figure 36. Descriptive Test

After the students click on the quiz button, the questions will appear soon as can be seen in the following figure.

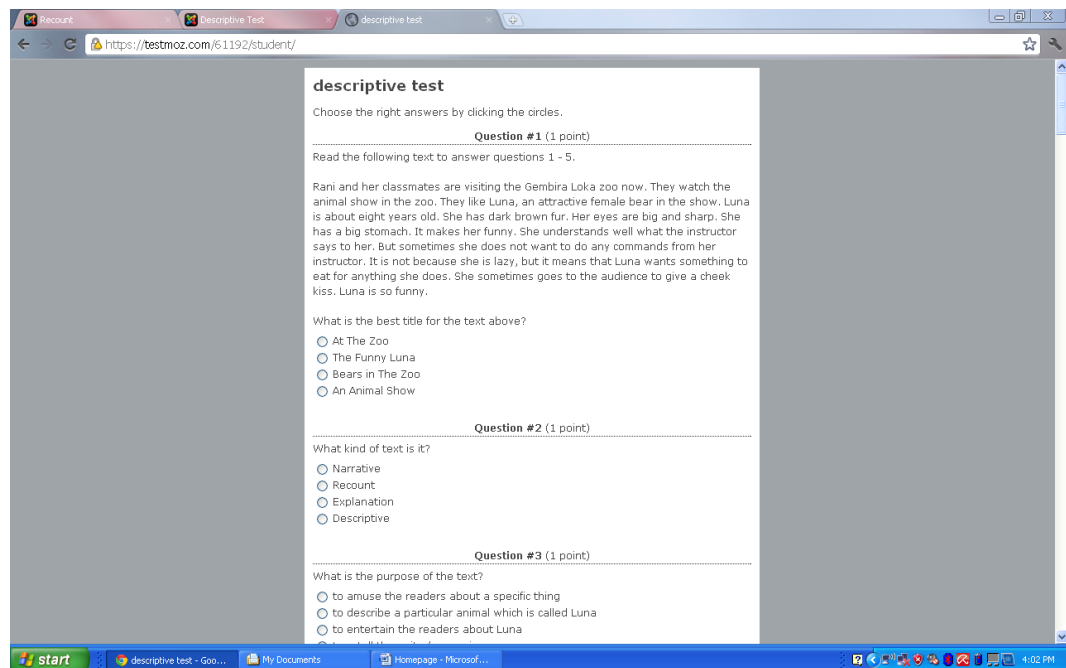


Figure 37. The Questions in the Descriptive Test

### 35). Recount



Figure 38. Recount

This is the third menu in the *Main Menu*. In the first draft, the topic icons are in the forms of bubbles. To make it more attractive, the topic icons are changed into kids holding boards. Besides, there is an introduction right above the pictures. The appearance of this page can be seen in the Figure 38.

### 36). My Dear Diary

The introduction of the first recount topic is a video of a girl who tells a recount text. The following figure is the appearance of this page.

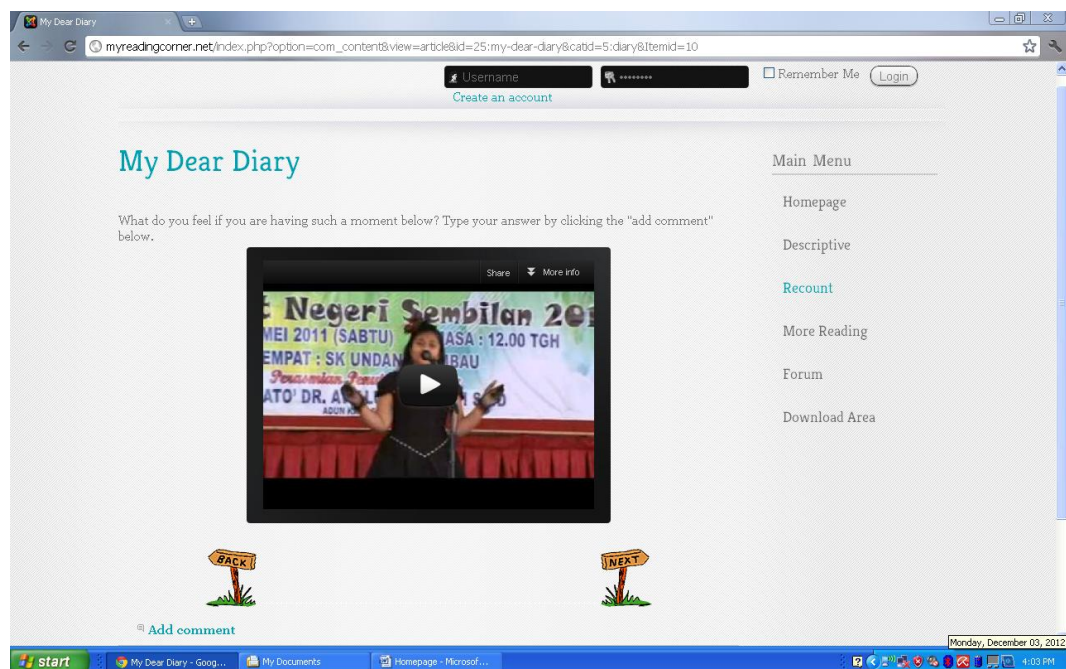


Figure 39. My Dear Diary

### 37). Diary 1

This page has no revision. It is still the same as the first draft. The second draft appearance of the *Diary 1* can be seen in the following figure.



**Diary 1**

Have you ever written such a diary like this? Read aloud the following text. Pay attention to your intonation and pronunciation.

Dear diary,

I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

When Mom knocked on my door, I could not open the door. I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got a terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist.

I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted me to go, but I refused it. Finally, Mom called the dentist to cancel the appointment.

Soon, I reasessed my decision because the pain

**Main Menu**

- [Homepage](#)
- [Descriptive](#)
- [Recount](#)
- [More Reading](#)
- [Forum](#)
- [Download Area](#)

Figure 40. Diary 1

38). Diary 2

**Diary 2**

Click on the "start" to do activity.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
1	10	80%	8	00:05:01

[Start](#)

[BACK](#) [NEXT](#)

**Main Menu**

- [Homepage](#)
- [Descriptive](#)
- [Recount](#)
- [More Reading](#)
- [Forum](#)
- [Download Area](#)

Figure 41. Diary 2

The activity in this page begins with an introduction. The students must click on the start button to do the activity as can be seen in the Figure 41.

### 39). Diary 3

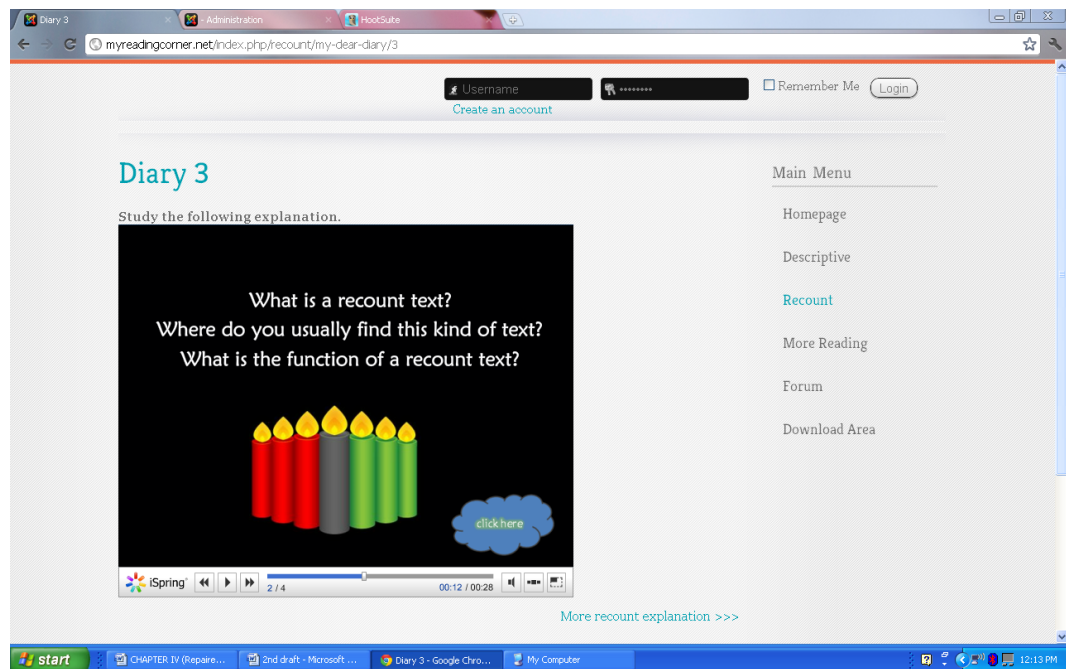


Figure 42. Diary 3

There is no revision related to the activity on this page. Thus, this page can be seen in the Figure 42.

### 40). Diary 4

There is also no revision in terms of materials on this page. The animation is still the same as the first draft. It explains the generic structure of a descriptive text. The students can play and replay the animation as they want. The following figure is the print screen of the *Diary 4*.

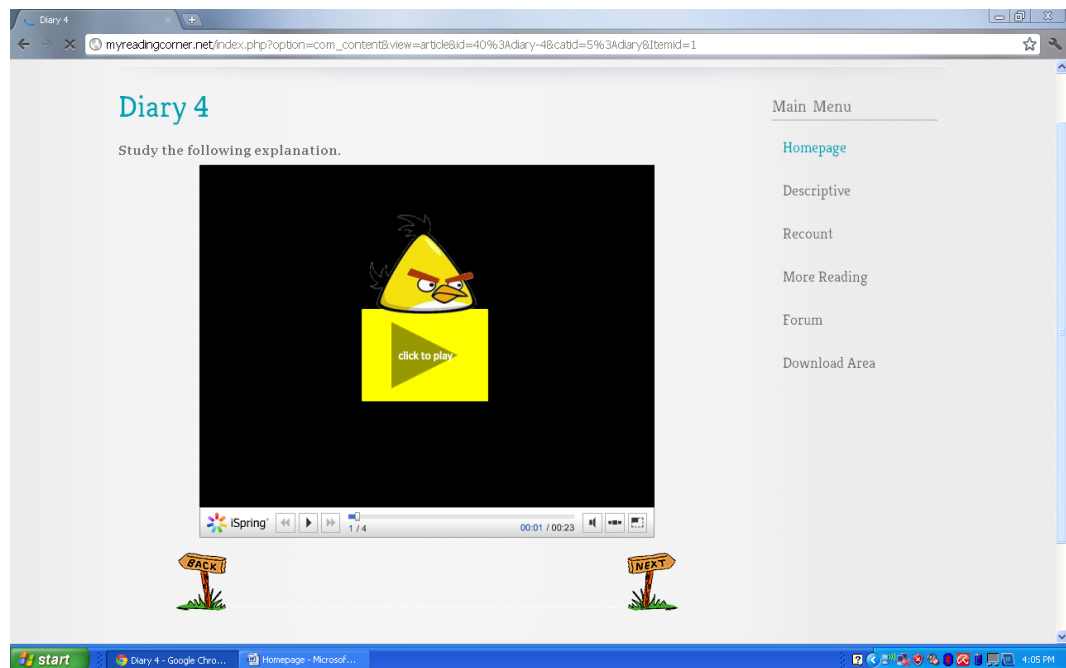


Figure 43. Diary 4

41). Diary 5

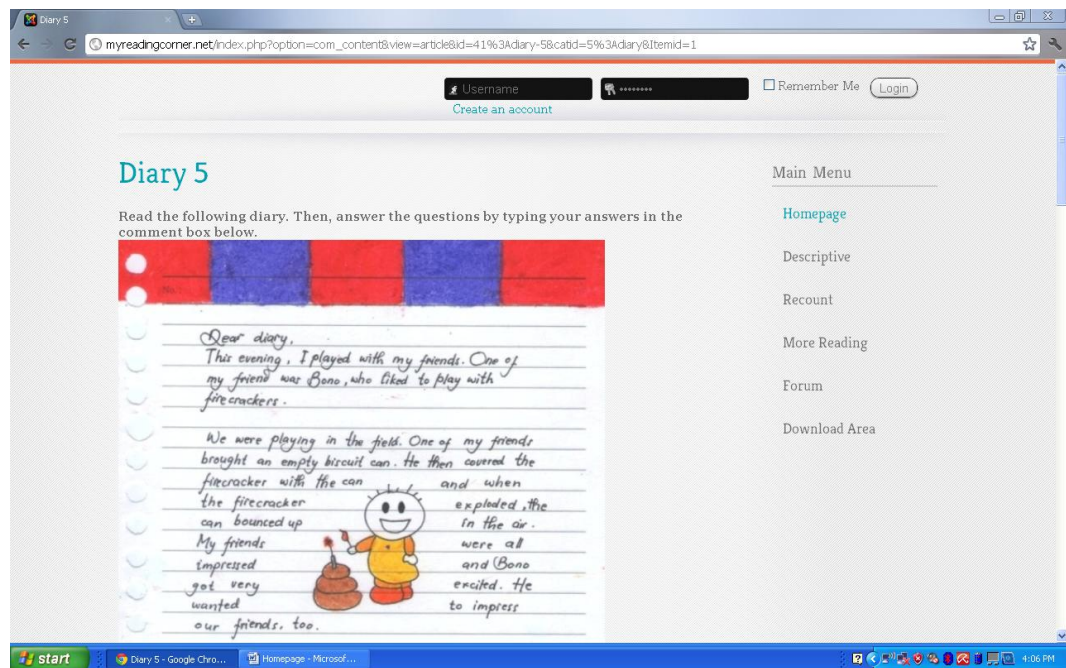


Figure 44. Diary 5



There is a diary which is written in handwriting. There are also some questions that check the students understanding towards the previous explanation. Figure 44 is the look of the *Diary 5*.

#### 42). Diary 6

There is no revision in terms of activity in this page. The following figure shows the appearance of the *Diary 6*.

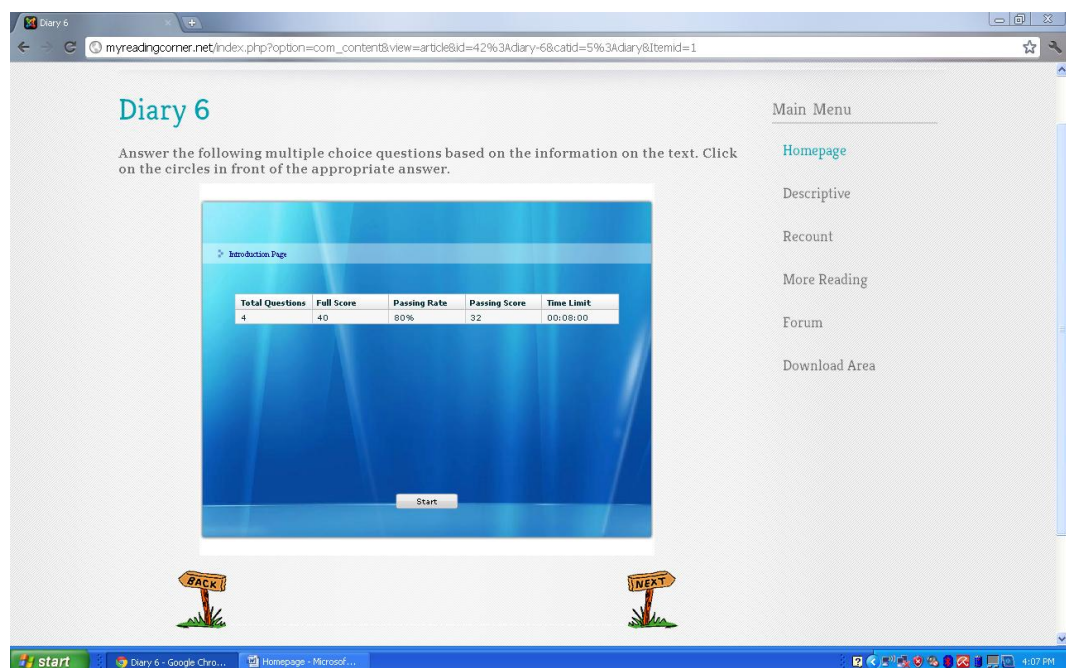


Figure 45. Diary 6

#### 43). Diary 7

This page also has no revision in terms of activity. The print screen of this page can be seen in the following figure.





Figure 46. Diary 7

#### 44). My Unforgettable Experience

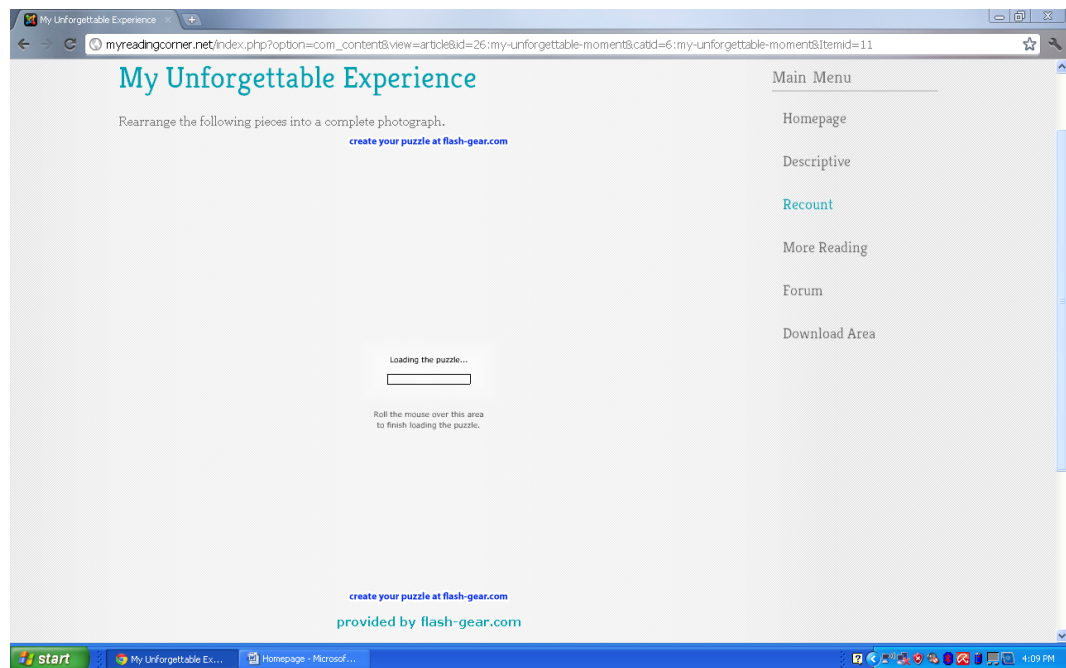


Figure 47. My Unforgettable Experience

It is the same puzzle as in the first draft. The students must cross their cursor over the puzzle in order to load the puzzle. The print screen of this page can be seen in the Figure 47.

#### 45). Experience 1

There is no revision for this page. The *Experience 1* can be seen in the following figure.

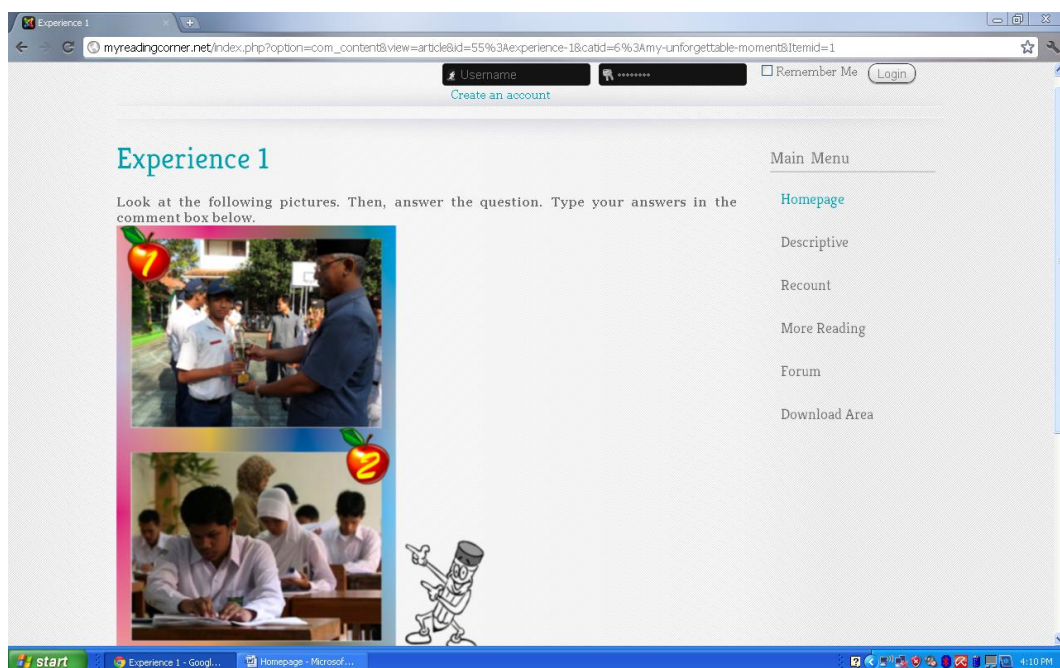


Figure 48. Experience 1

#### 46). Experience 2

The activity in this page requires the students to click on the start button first. The information about the question quantity, the full score, the passing rate, the passing score, and the time limit are given at the beginning of the activity. The following figure shows the appearance of the *Experience 2*.

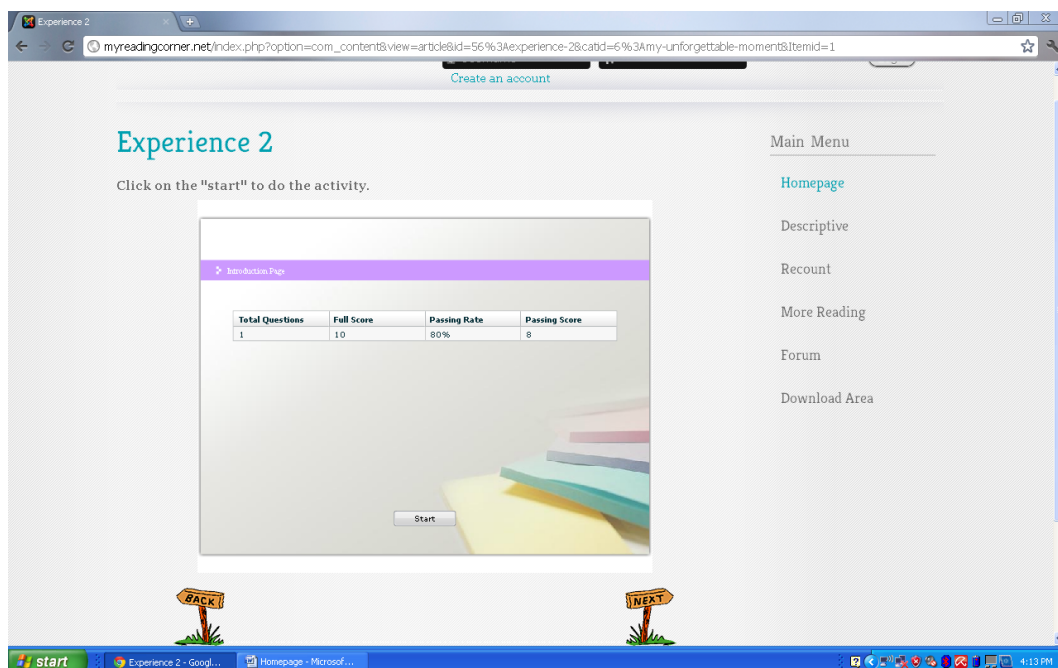


Figure 49. Experience 2

47). Experience 3

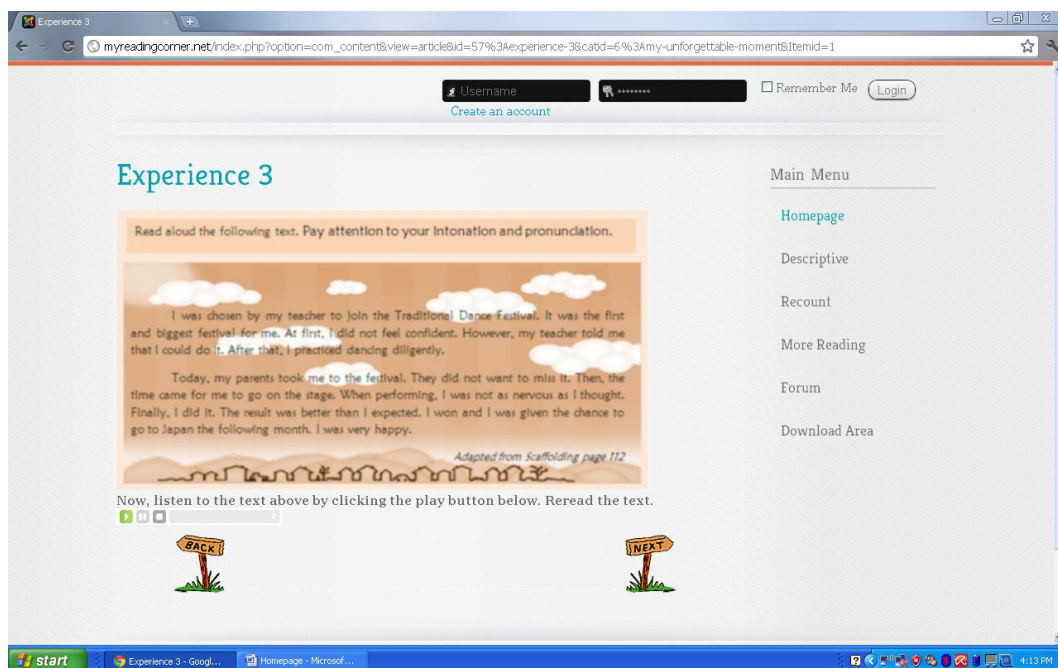


Figure 50. Experience 3



There is also no revision for this page. Figure 50 shows the appearance of this page.

#### 48). Experience 4

There is an additional link below the animation as can be seen in the following figure.

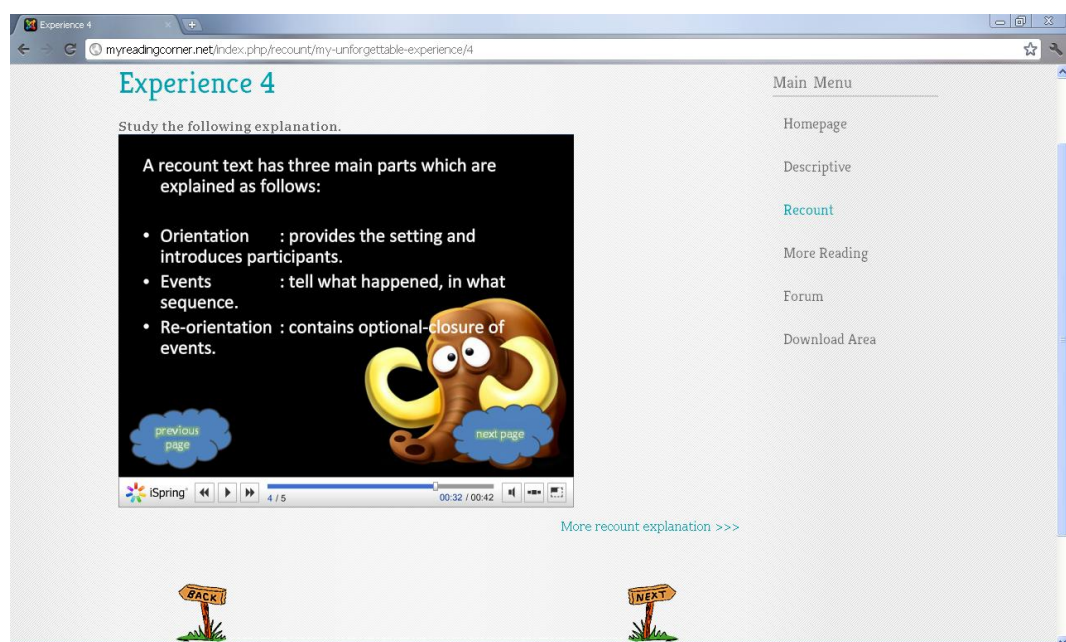


Figure 51. Experience 4

#### 49). Experience 5

There is no revision for this page. To be able to write the answer on the comment box, the students must be logged-in first. The following figure is the appearance of the *Experience 5*.

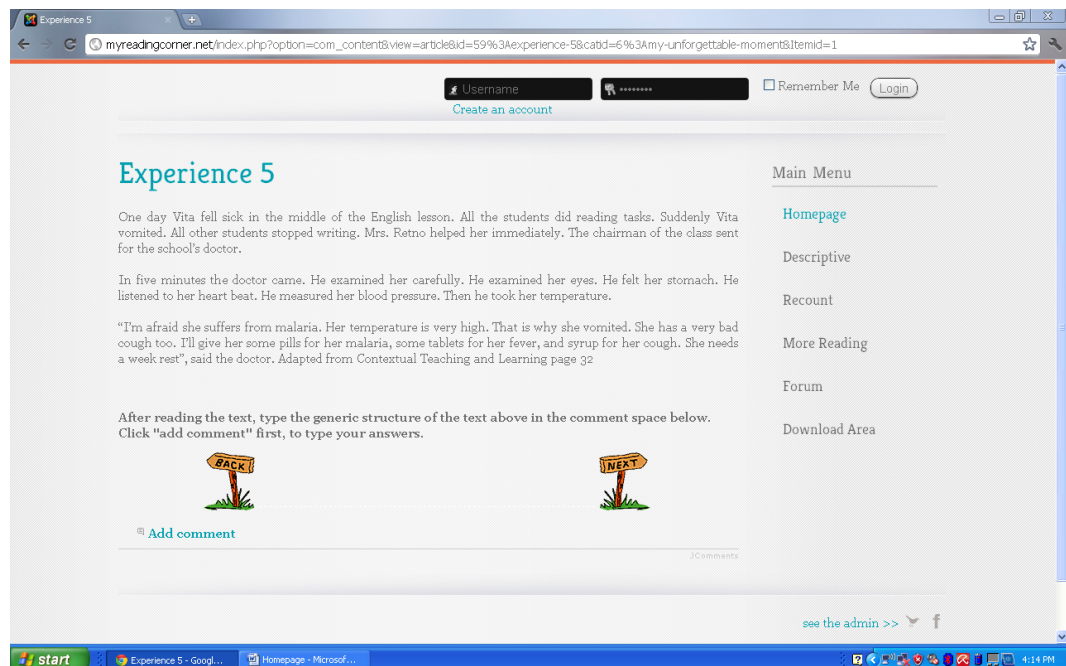


Figure 52. Experience 5

50). Experience 6



Figure 53. Experience 6

In the *Experience 6*, a text is provided to help the students do the activity.

Figure 53 shows the appearance of the *Experience 6*.

#### 51). Experience 7

There is no revision for this page. The page can be seen in the following figure.

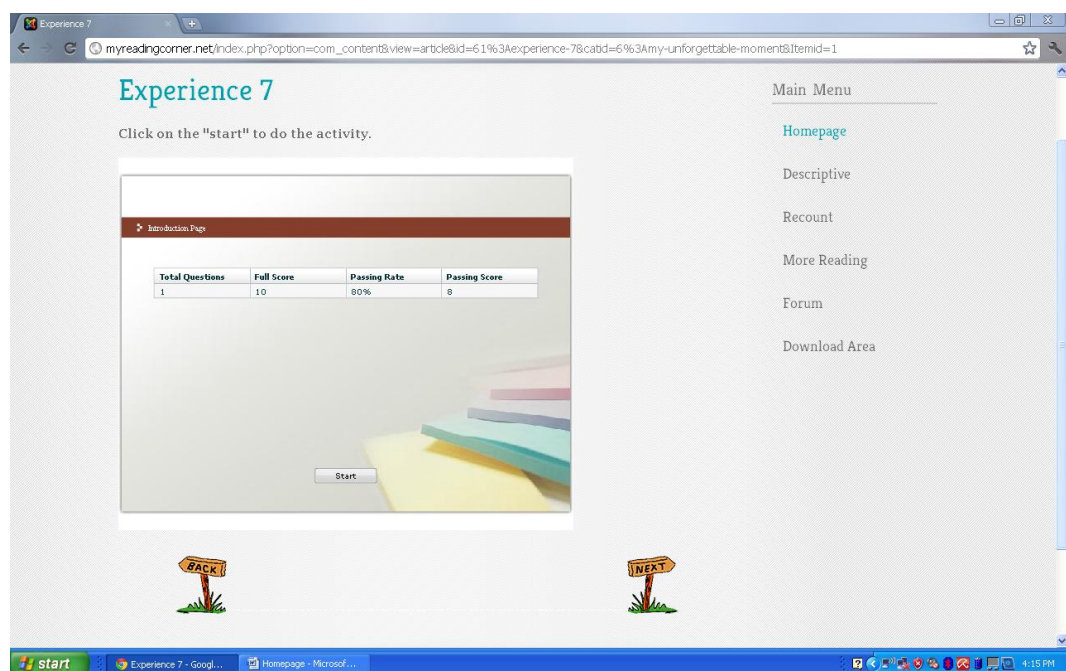


Figure 54. Experience 7

#### 52). Experience 8

In terms of activity, the *Experience 8* has no revision. The revision in terms of design is done by changing the instruction into bold style. The following figure shows the appearance of *Experience 8*.

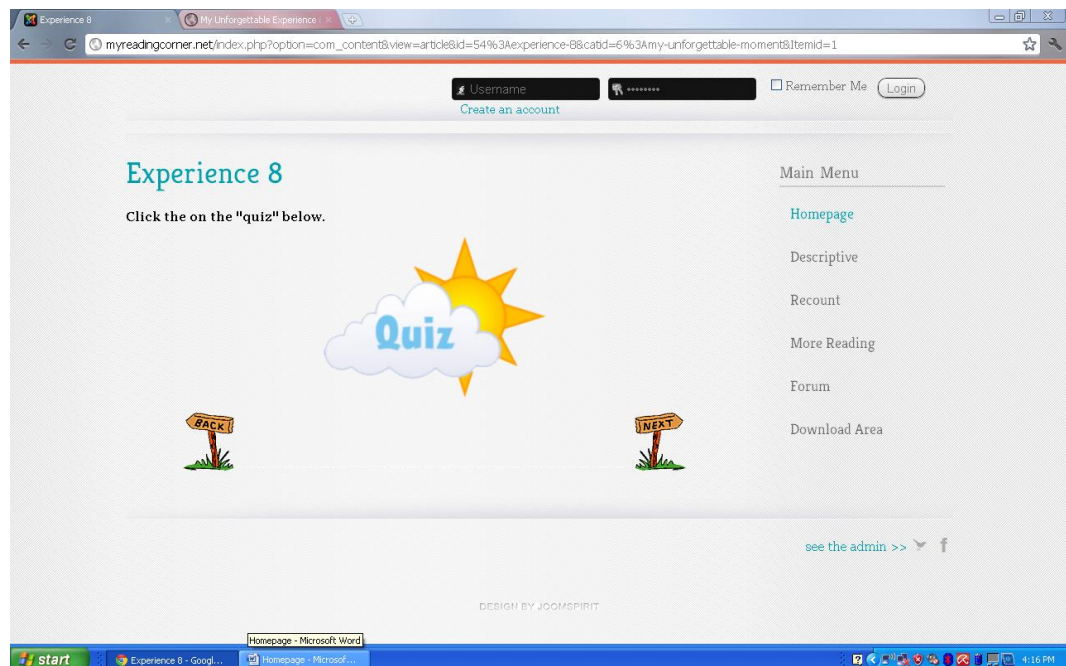


Figure 55. Experience 8

When the students click on the quiz icon, the questions will appear soon, as can be seen in the following figure.

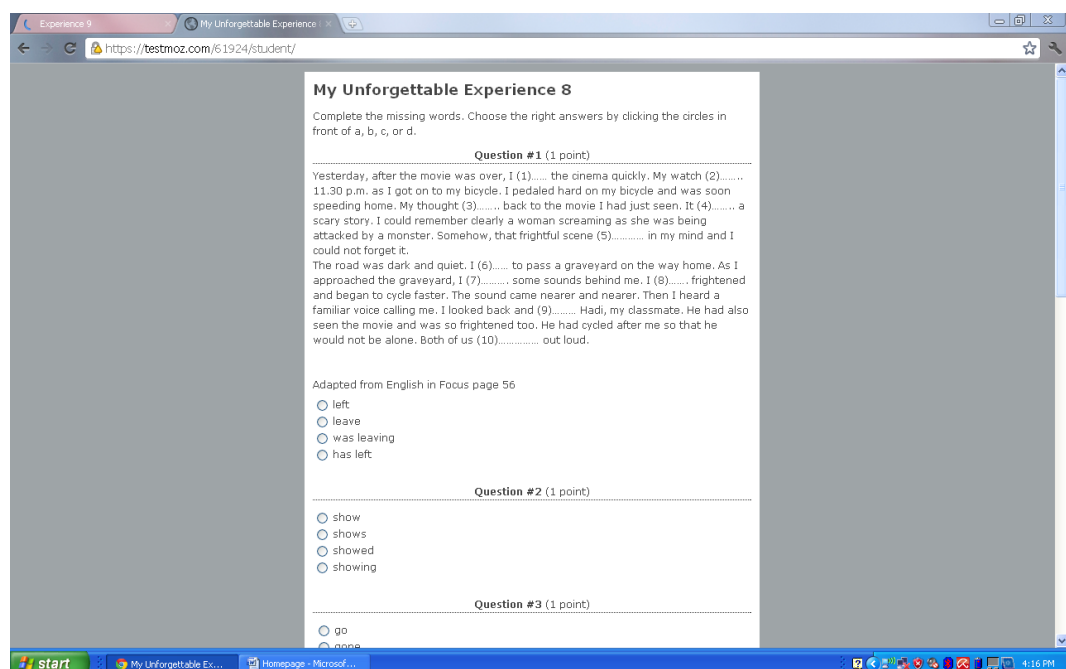


Figure 56. The Questions in the Experience 8



## 53). Experience 9

There is no revision for the *Experience 9*. The following figure shows the look of this page.

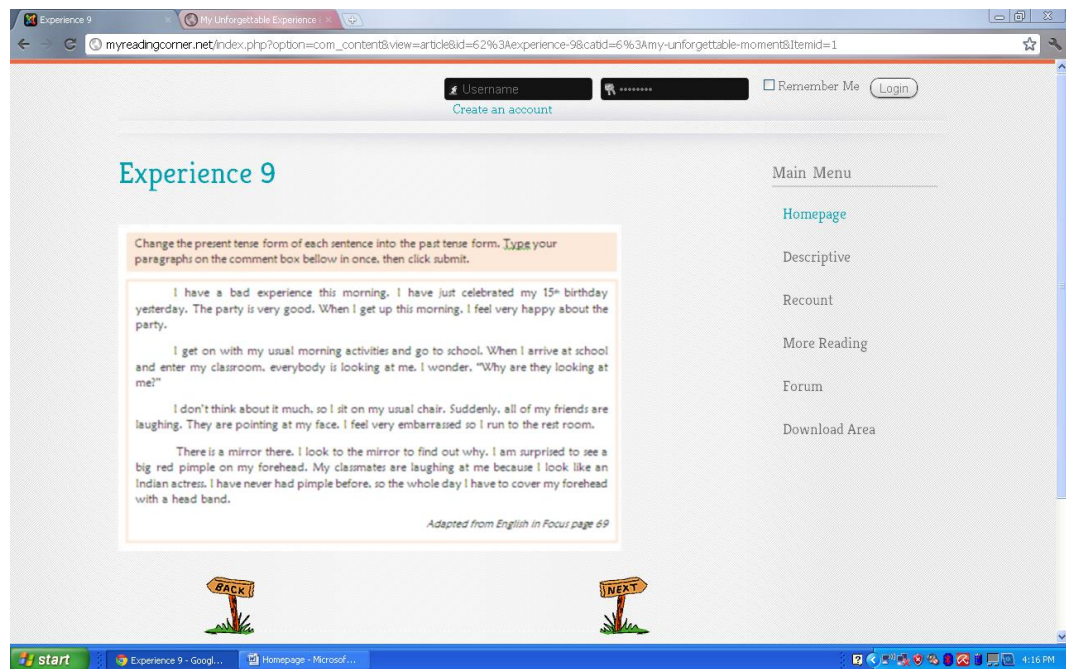


Figure 57. Experience 9

## 54). The Great People in the World

To access the puzzle in this page, the students must cross the cursor over the loading puzzle. The following figure is the appearance of this page.



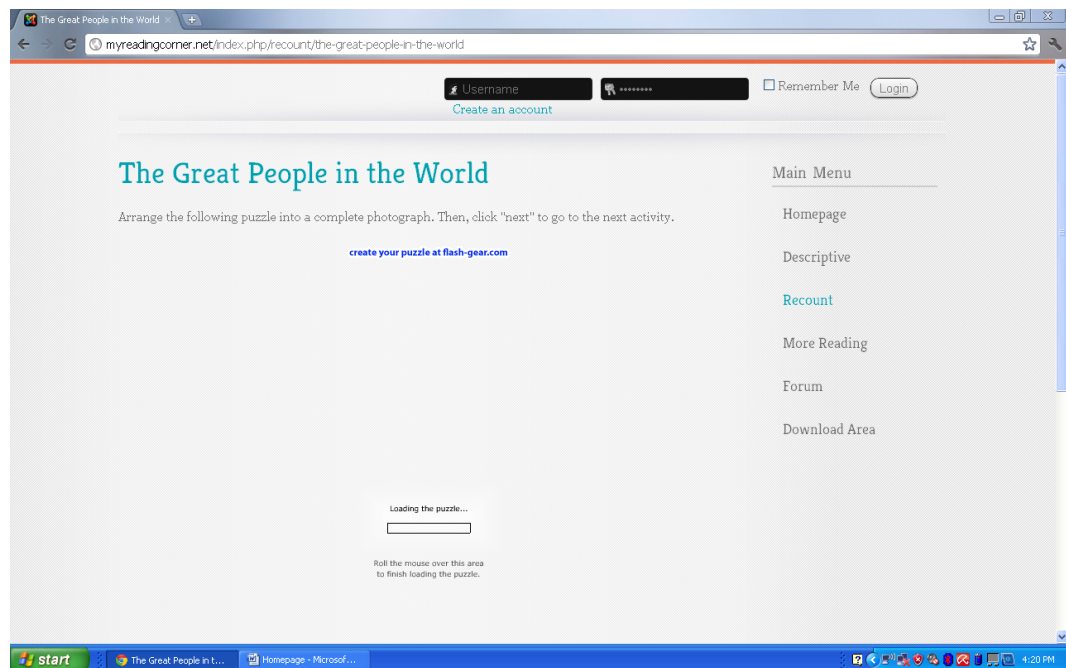


Figure 58. The Great People in the World

55). People 1

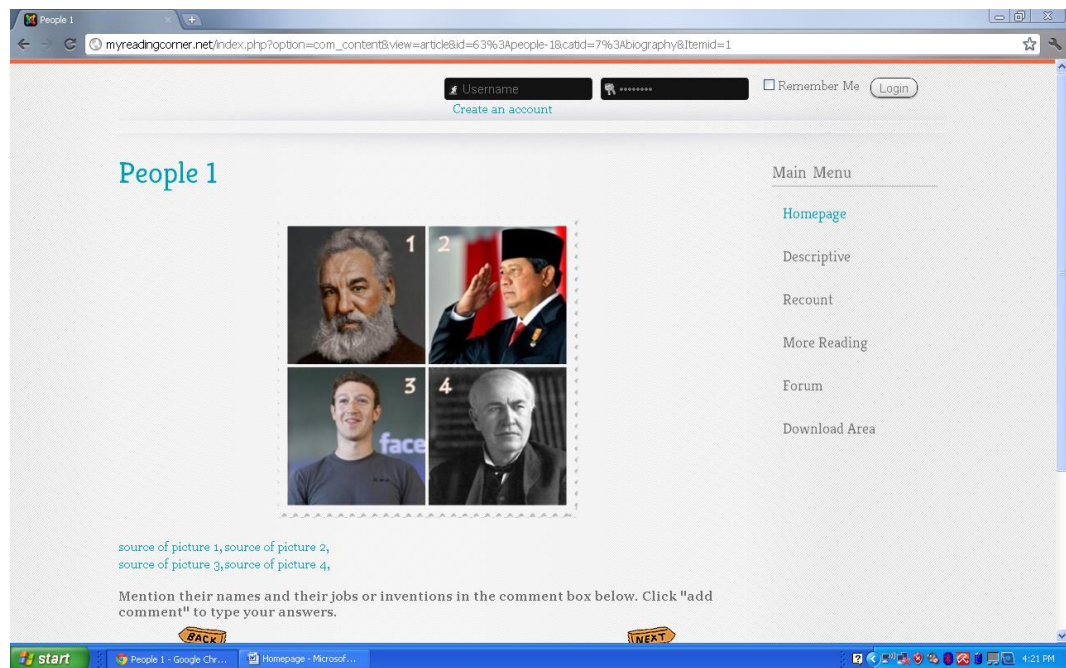


Figure 59. People 1

The revision for this page is on the picture sources placement. In the first draft, the sources are written on the pictures. In the second draft, the picture sources are separated and are made in the forms of links. Students can click on the links. Those links will lead them to the websites where the pictures were taken. Figure 59 shows the appearance of the *People 1*.

## 56). People 2

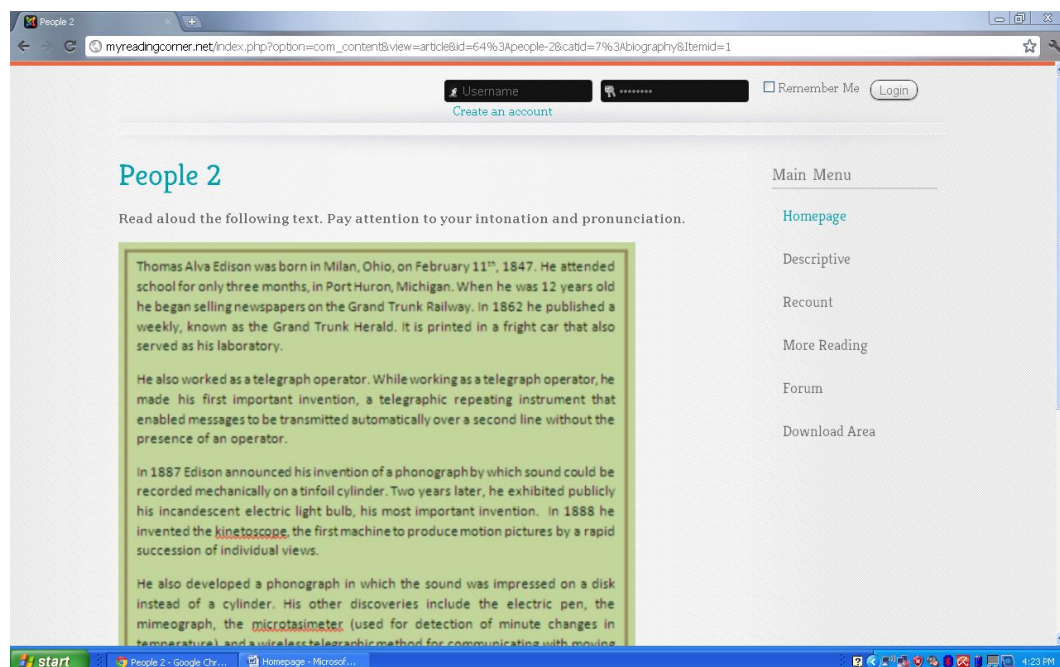


Figure 60. People 2

The *People 2* has no revision. The appearance is still the same as the first draft. The students have to read aloud the text on this page since it is a model text. Figure 60 is the print screen of this page.

### 57). People 3

The only revision is on the instruction style. In the second draft, it is written in bold. The following figure shows the print screen of this page.

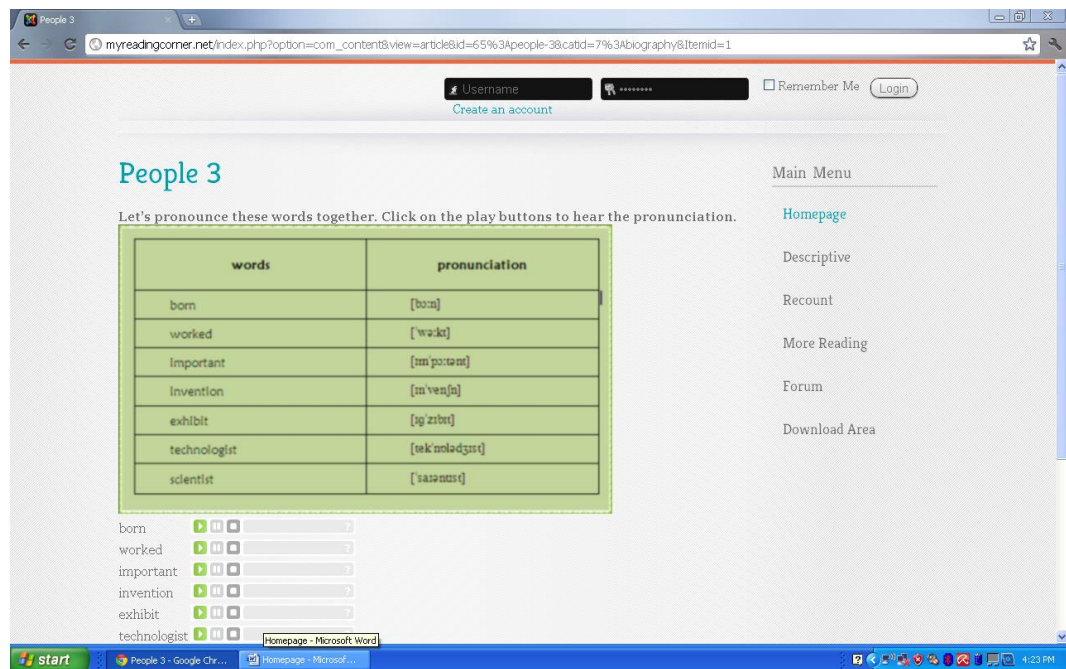


Figure 61. People 3

### 58). People 4

There is an additional link below the animation. The link will lead to the other website which provides explanation of descriptive texts. Figure 62 is the appearance of this page.



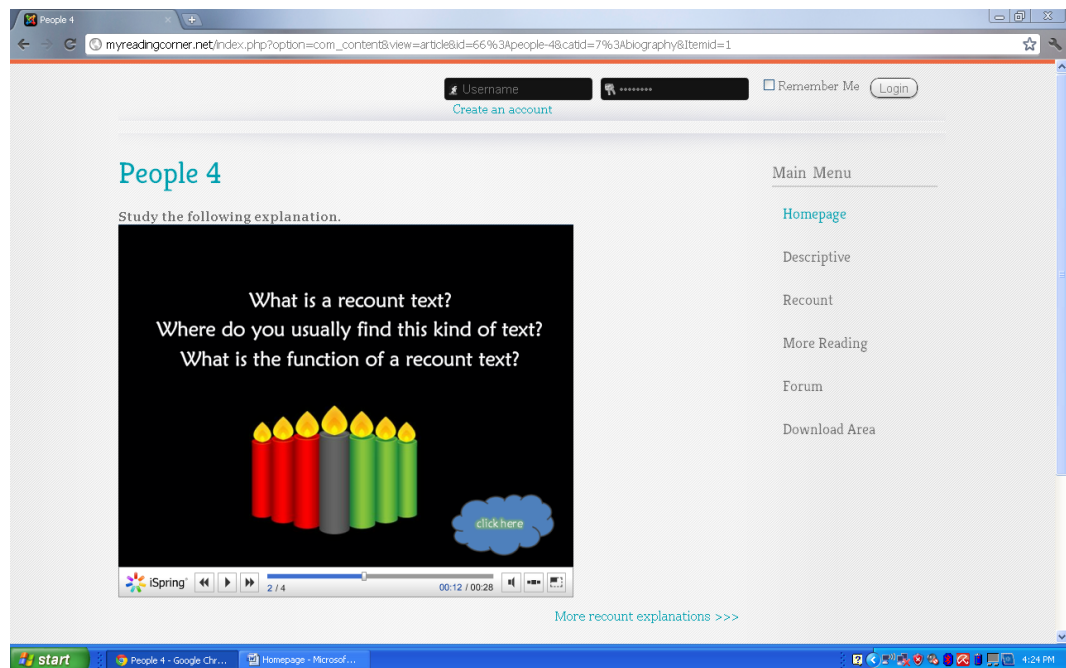


Figure 62. People 4

59). People 5

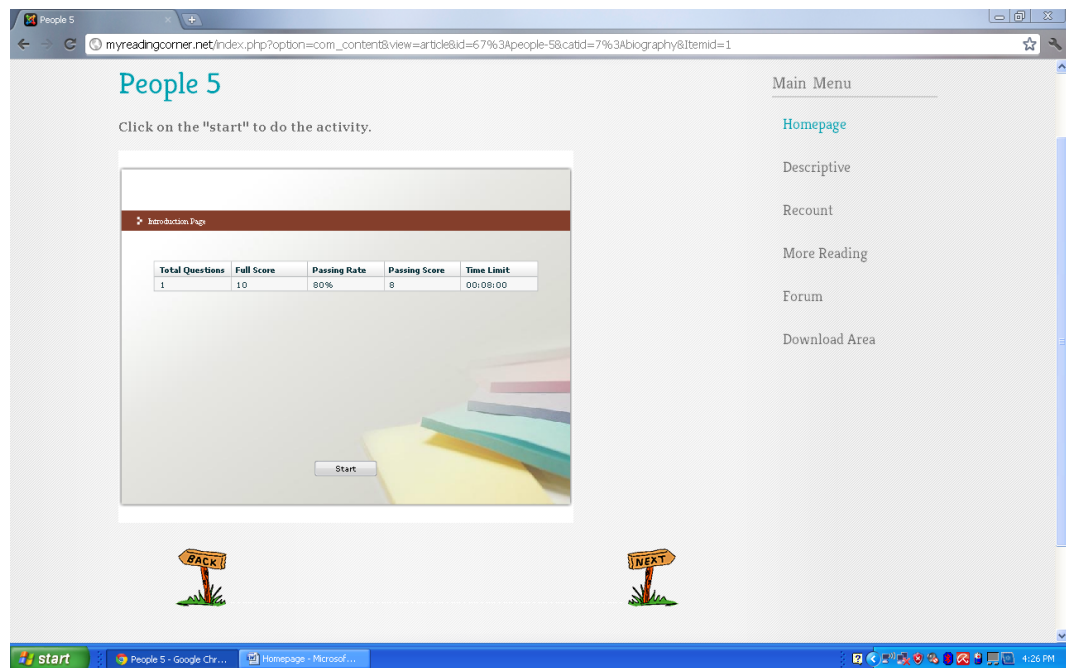


Figure 63. People 5

In the second draft, the students must click on the start button before doing the activity. In the first draft, the activity has no introduction and start button. Figure 63 shows the print screen of the *People 5*.

#### 60). People 6

There is no revision in this page. The appearance of this page is still the same as the appearance in the first draft. The following figure is the print screen of this page.

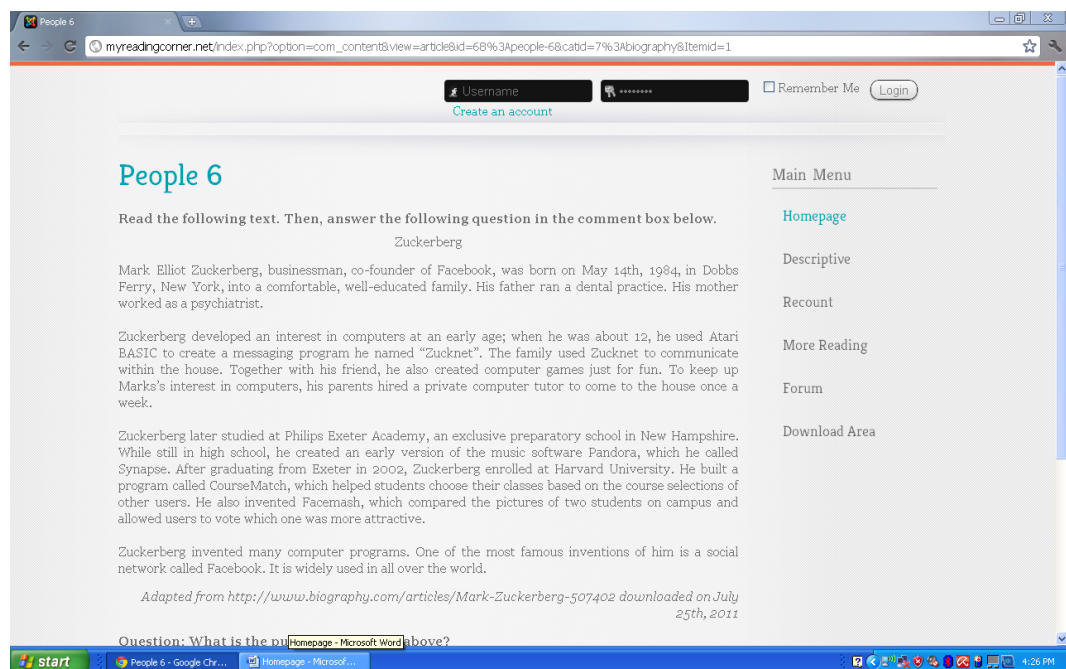


Figure 64. People 6

#### 61). People 7

There is an additional introduction and a start button in the activity. The following figure shows the appearance of the *People 7*.

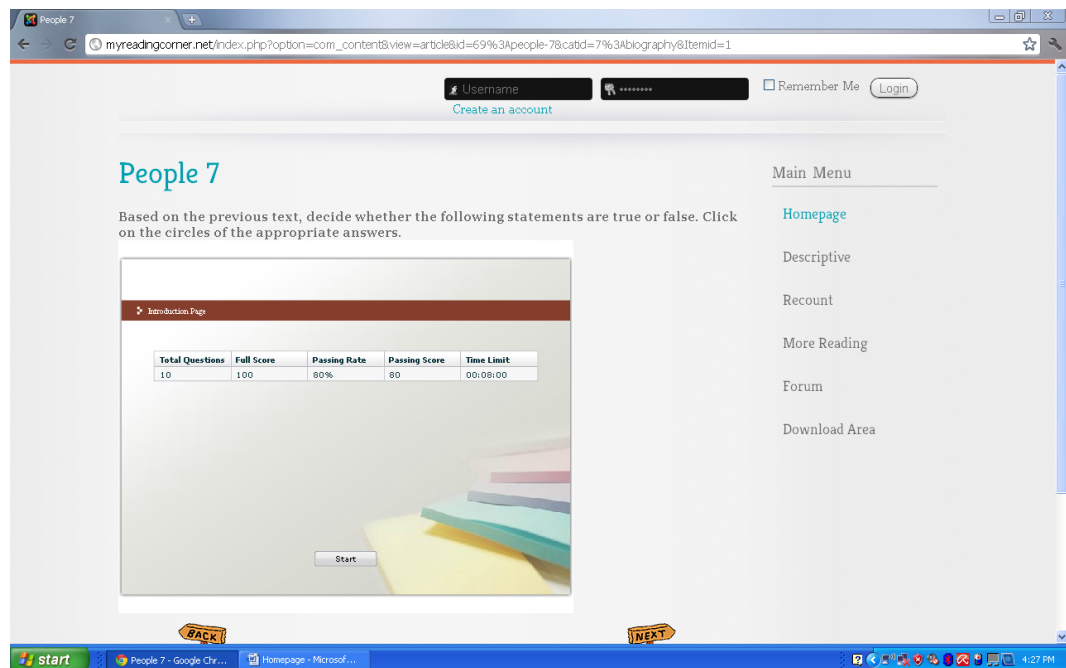


Figure 65. People 7

62). People 8

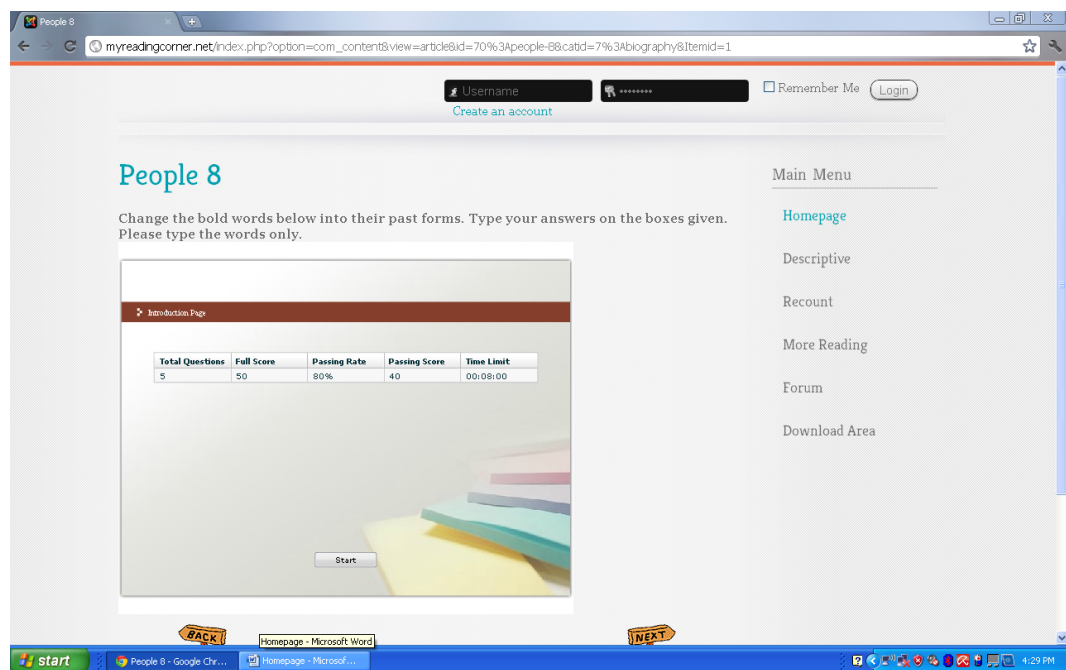


Figure 66. People 8

The same as the previous activity, the *People 8* has an additional introduction and a start button as can be seen in the Figure 66.

### 63). People 9

The same as the previous activity, the *People 9* has an additional introduction and a start button as can be seen in the Figure 67.

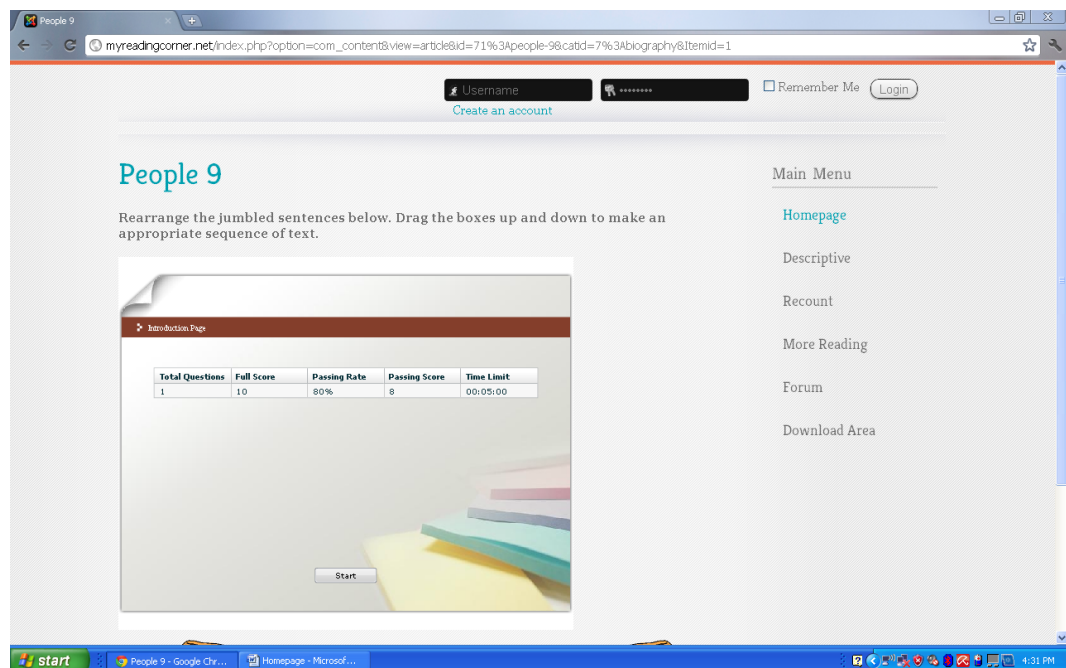


Figure 67. People 9

### 64). Are You Ready?

In this page, the students are offered three icons. There are the glossary, the back icon, and the take-the-test icon. There is also explanation for each icon. The following figure shows the appearance of this page.



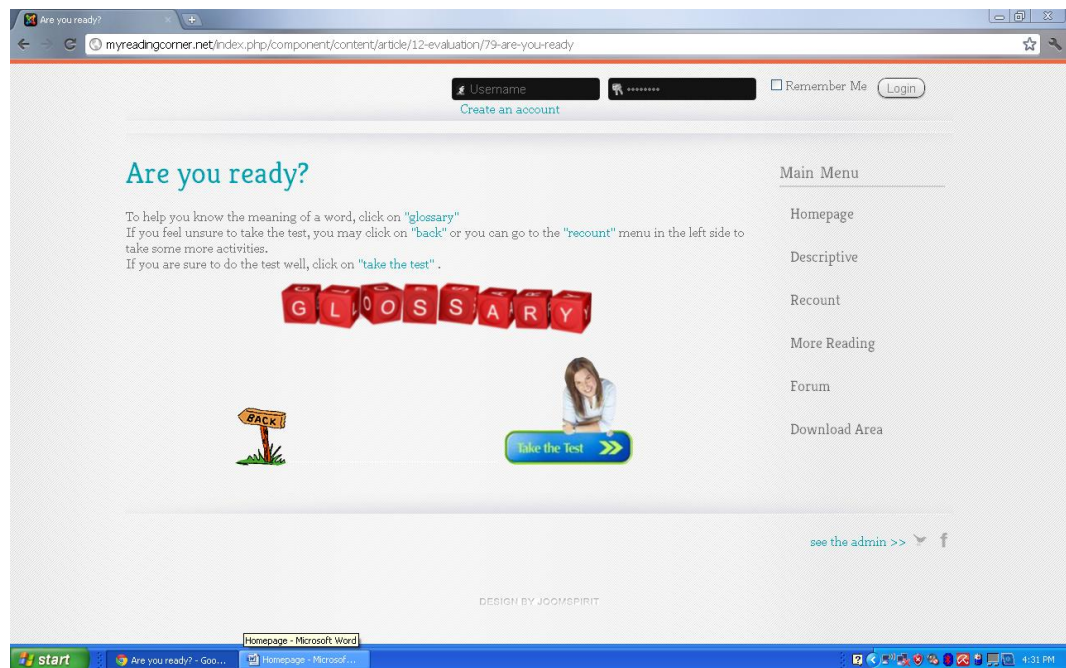


Figure 68. Are You Ready?

## 65). Reflection- Recount

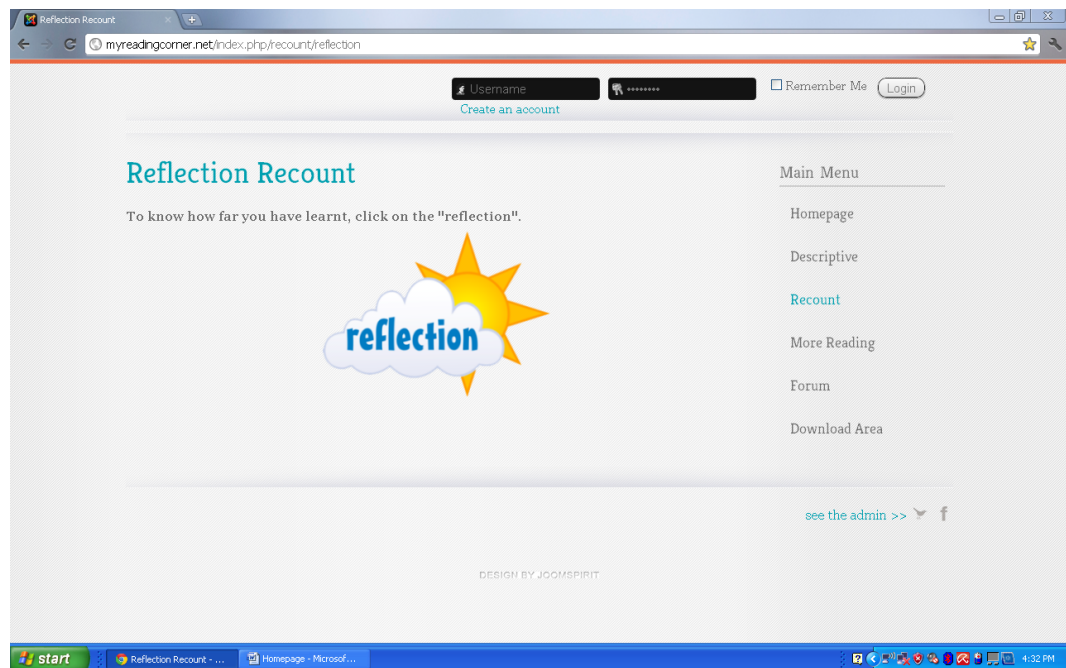


Figure 69. Reflection- Recount



To access the questions, the students must click on the reflection button first. Then, a form will appear. The students only fill the form with their names. Then, the questions will appear soon. The Figure 69 shows the appearance of this page.

#### 66). Glossary- Recount

There is no revision for this page. The appearance of this page can be seen in the following figure.

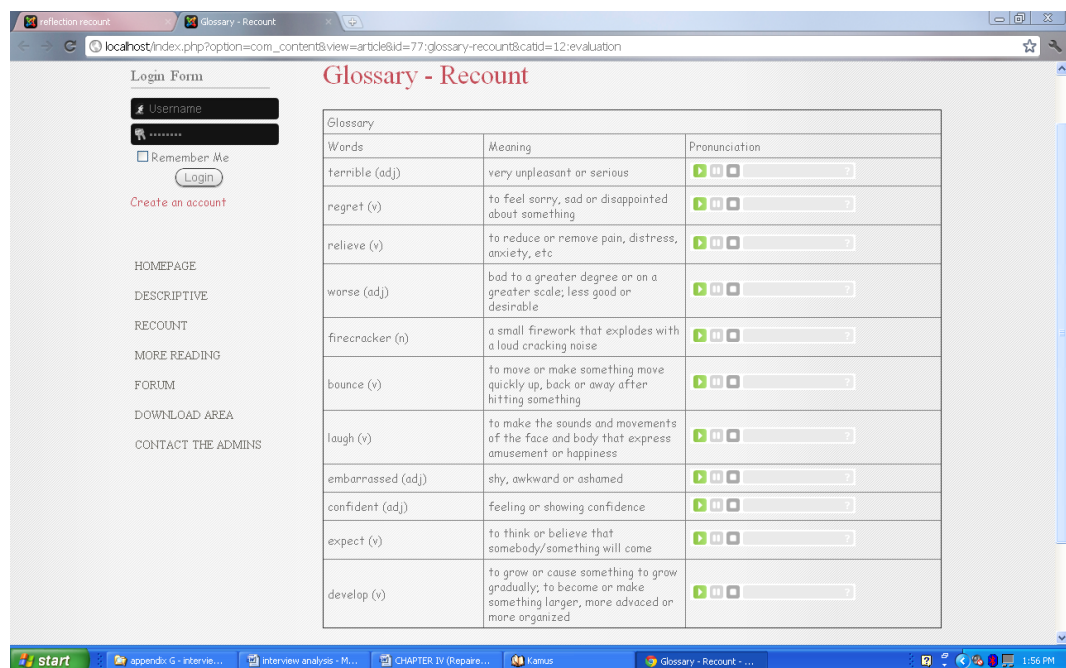


Figure 70. Glossary- Recount

## 67). Recount- Test

There is no revision for this page. To access the questions, the students must click on the quiz icon. The following figure shows the appearance of this page.

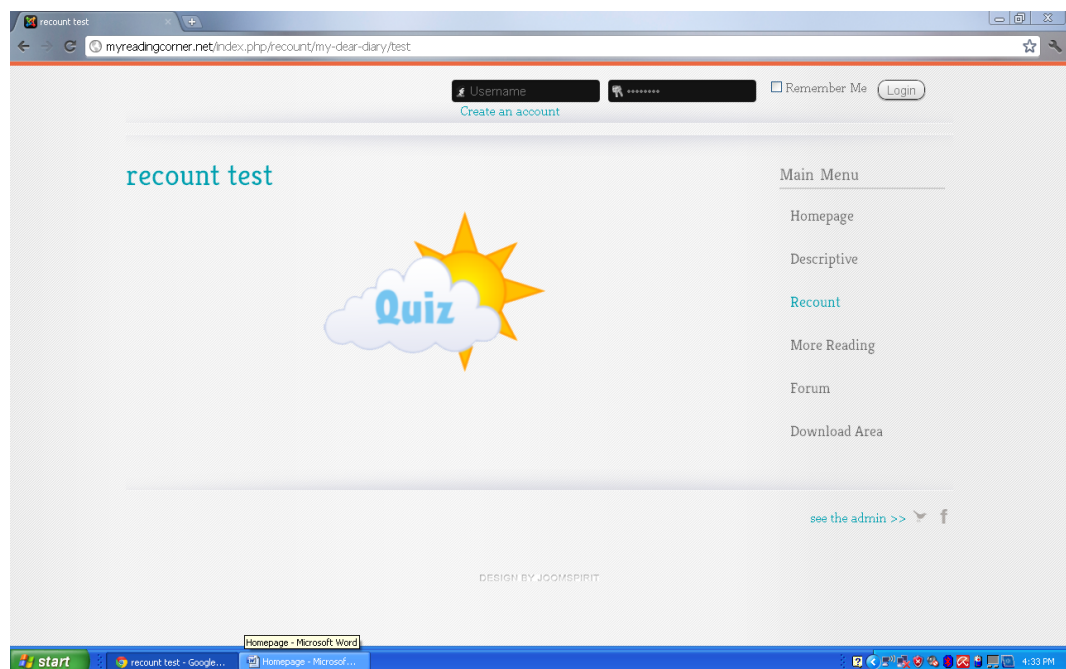


Figure 71. Recount- Test

After the students click on the quiz icon, the questions will appear as can be seen in the following figure.

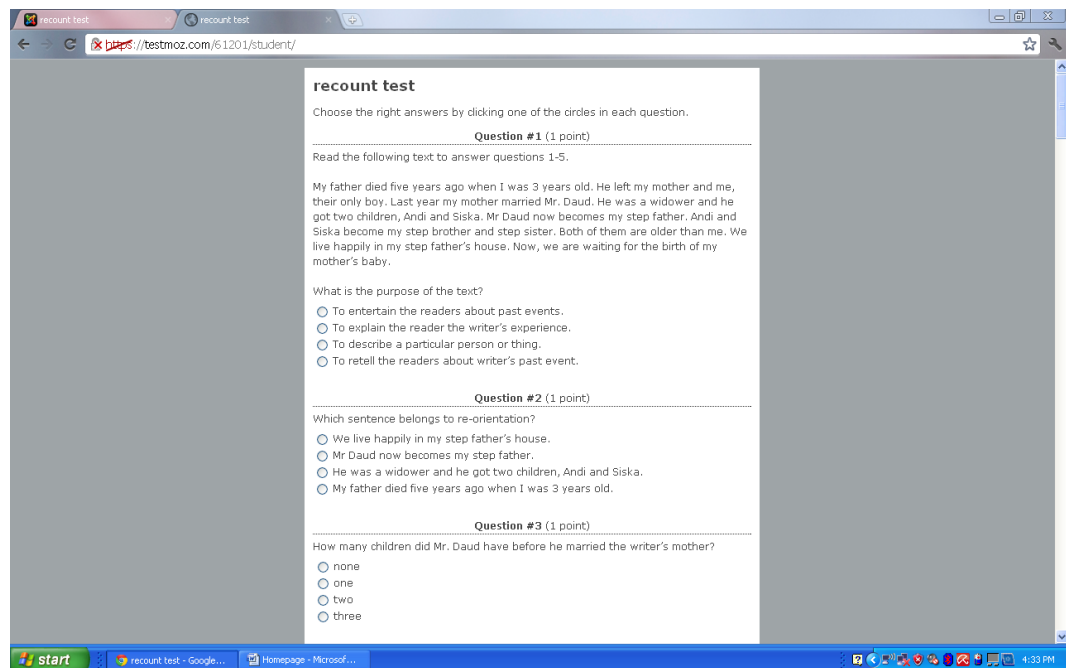


Figure 72. The Questions of Recount Test

## 68). More Reading Activities

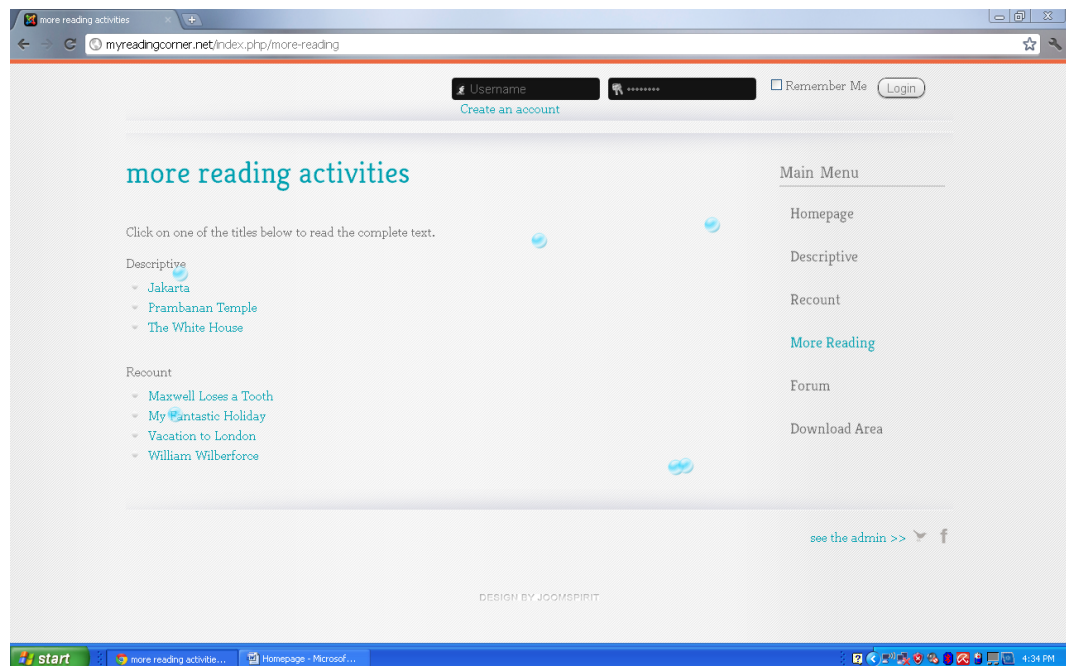


Figure 73. More Reading Activities

There is no revision for this page. The page can be seen in the Figure 73.

#### 69). Forum

The *Forum* has no revision. The following figure shows the *Forum* page.

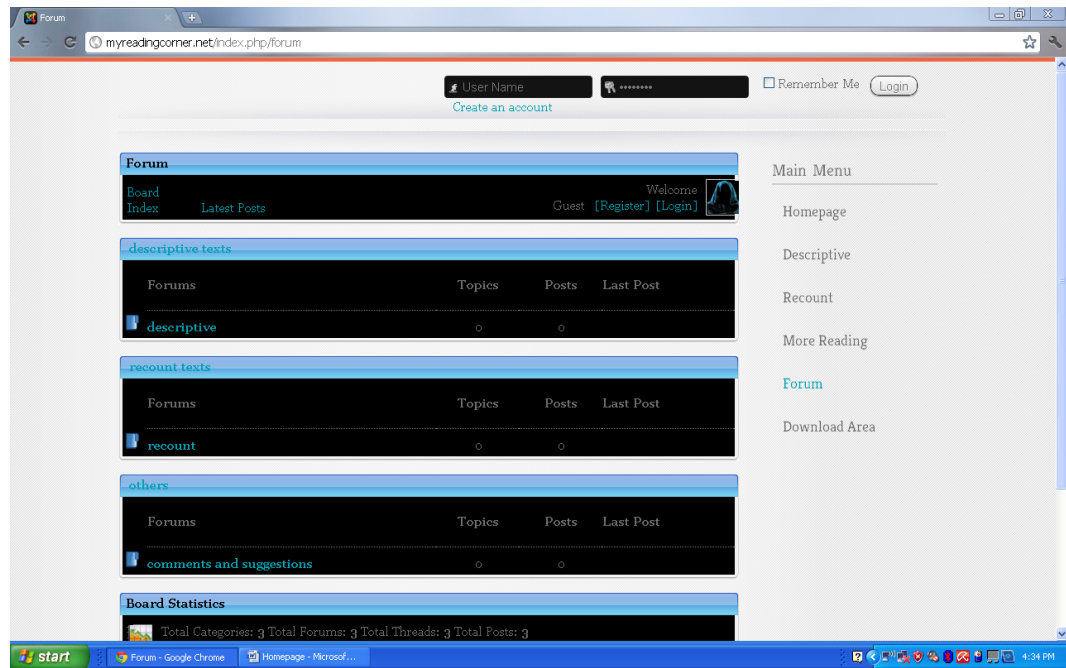


Figure 74. Forum

#### 70). Download Area

There is also no revision for this page. To be able to download the files, the students must be logged-in first.

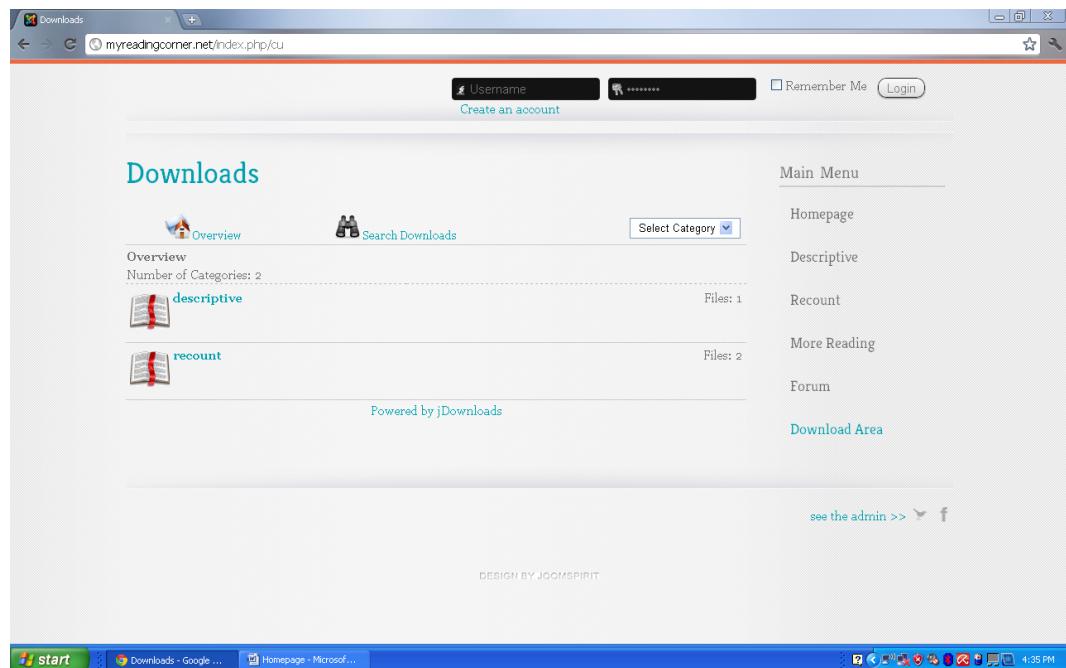


Figure 75. Download Area

#### 71). Administrator Info

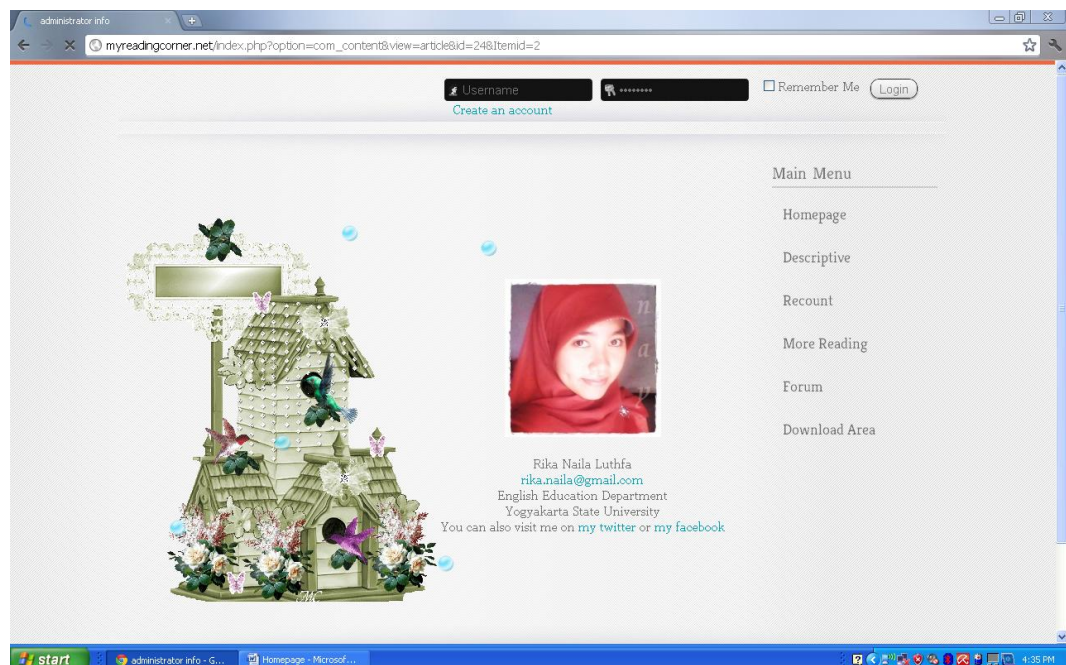


Figure 76. Administrator Info



In the second draft, this page is no longer become a menu. The *Administrator Info* can be accessed from the *Homepage*. Figure 76 shows the appearance of this page.

i. Doing a Beta Test

When the website was tested to the users or the students, it was called as Beta test. The website was tried out. This beta testing was conducted on November 5<sup>th</sup> – 24<sup>th</sup>, 2012. It involved class VIII-A and VIII-D. Each class consisted of 32 students. Hence, there were 64 respondents in this study. Each class took three meetings in which every meeting took approximately one hour and twenty minutes. So, the beta test took six meetings.

While doing the Beta test, the researcher explained how to access the website and gave information on the elements of the website including the menus, sub menus, the buttons, and the function of the graphics in the website. As it is self-access learning materials, both the researcher and the teacher were not involved much during the beta test.

After the students accessed the materials through the website, a questionnaire then was administered to the students. There were forty three questions in the questionnaire. Twenty numbers of close-ended items were used to obtain data about the media aspects; the next twenty numbers of close-ended items were used to obtain data about the media aspects, and the rest three questions were open-ended items to gather students' comments and suggestions to the media and the materials.

The questionnaire used five points of scale in which 5 represents strongly agree, 4 represents agree, 3 represents neutral, 2 represents disagree, and 1 represents strongly disagree.

As mentioned in Chapter 3, Suharto (2006: 52-53) states that the range of the score can be used to create score conversion by dividing the range of the objected categories. The result of the questionnaire showed the lowest score was 2 and the highest score was 5. Hence, the data conversion in this study is:

$$\frac{Xh - Xl}{5} = i$$

$i$  = class interval  
 $Xh$  = the highest score  
 $Xl$  = the lowest score  
 $5$  = the category

$$\frac{5 - 2}{5} = 0.6$$

**Table 8. Scoring Conversion of the Beta Test Data**

Range	Category
2.00 – 2.60	very poor
2.61 – 3.21	poor
3.22 – 3.82	fair
3.83 – 4.43	good
4.44 ≥	very good

**Table 9. The Beta Testing Questionnaire Result**

No.	Items	Frequency					Mean	SD	Category
		1	2	3	4	5			
<i>Materials aspects</i>									
1.	The materials are relevant with the learning competence.	0	0	5	32	27	4.34	0.62	good
2.	The topics are closely related to the students' daily life.	0	2	6	28	28	4.25	0.77	good
3.	The materials are suitable for the students.	0	1	6	31	26	4.28	0.70	good
4.	The materials are sequenced logically.	0	1	5	27	31	4.38	0.70	good
5.	The appearances of the materials are attractive.	0	0	4	27	33	4.45	0.61	very good
6.	The instructions are clear and understandable.	0	1	9	29	35	4.22	0.74	good
7.	The use of language is clear and understandable.	0	2	8	33	21	4.20	0.75	good
8.	There are various activities.	0	0	3	29	32	4.45	0.56	very good
9.	The materials use appropriate grammar.	0	0	5	30	29	4.38	0.63	good
10.	The tasks are sequenced logically from dependent to the independent tasks.	0	1	7	28	28	4.30	0.73	good
11.	Explanations are clear.	0	0	9	34	21	4.09	0.67	good
12.	The tasks are developed from easier to more difficult.	0	0	5	33	26	4.33	0.62	good
13.	Examples provided are easy to understand.	0	0	7	31	26	4.30	0.66	good
14.	The tasks engage the students to an autonomous learning.	0	0	8	31	25	4.27	0.67	good
15.	Feedback provides sufficient information.	0	2	10	33	19	4.08	0.76	good
16.	There is an evaluation task in each genre text being taught.	0	0	10	28	26	4.25	0.71	good
17.	Reflection helps the students to know how well they learn the materials.	0	0	2	28	34	4.5	0.56	very good

*continued*



*continued*

No.	Items	Frequency					Mean	SD	Category
		1	2	3	4	5			
18.	Glossaries in the materials are useful for students.	0	0	8	29	27	4.30	0.68	good
19.	The use of animation, pictures, and sounds is appropriate with the materials being taught.	0	1	6	25	32	4.38	0.72	good
20.	There are some links related to the materials which can be used as references.	0	1	8	31	24	4.22	0.61	good
<b>Media aspects</b>									
1.	The design of the website promotes engagement between the students and the lesson content.	0	0	5	34	25	4.31	0.71	good
2.	The layout is consistent.	0	1	7	32	24	4.23	0.73	good
3.	The template is appropriate with the content.	0	1	8	29	26	4.41	0.81	good
4.	The technical terms in the website are easy to understand.	0	2	10	27	25	4.12	0.67	good
5.	The menus used are simple and understandable.	0	1	4	31	28	4.34	0.71	good
6.	Students are free to choose the menus.	0	0	9	27	28	4.30	0.62	good
7.	The colors composition is arranged well.	0	0	5	34	25	4.31	0.63	good
8.	The website uses proper size of fonts.	0	0	5	30	29	4.38	0.60	good
9.	The website uses proper font styles.	0	0	4	32	28	4.38	0.72	good
10.	The texts are readable.	0	1	7	30	26	4.27	0.67	good
11.	The instructions in the website are clear.	0	1	8	31	24	4.22	0.68	good
12.	The use of animation, pictures, and sounds supports the materials presentation.	0	1	4	29	30	4.38	0.72	good
13.	The pictures quality is good.	0	0	11	29	24	4.20	0.86	good
14.	The audio quality is good.	0	4	8	29	23	4.11	0.72	good

*continued*

*continued*

No.	Items	Frequency					Mean	SD	Category
		1	2	3	4	5			
15.	The animation movement runs smoothly.	0	0	9	25	30	4.33	0.67	good
16.	The placement of pictures is effective.	0	0	8	30	26	4.28	0.68	good
17.	Scores are available to the students.	0	0	8	29	27	4.30	0.57	good
18.	Feedbacks are given immediately after answering the questions.	0	0	3	35	26	4.36	0.77	good
19.	The loading speed is good.	0	6	24	22	12	3.47	0.46	fair
20.	The website engages students' learning motivation.	0	0	0	19	45	4.70	0.68	very good
<b>Grand Mean</b>							<b>4.28</b>		

Based on the data analysis, it can be concluded that the web-based reading materials are appropriate and suitable for the eighth grade students of junior high school since the average mean of all items is 4.28. The followings are the detail of the beta test results which are supported by the students' interview results.

As can be seen in the appendix F, the standard deviation for each item is ranged from 0.46 to 0.81. If the standard deviation is high, it means that the data are spread more homogenous that which is lower. The standard deviation for the students' choice is ranged from 0.56 to 0.9. It means that the students' choices are varied for each item. The high standard deviation score shows that the students' choices are dominated with one category. Hence, it makes homogenous data.

The first item on the media aspect contains data about the relevance of the materials with the learning competence. Based on the data on the table 10,

the mean is 4.34. It is categorized as good. There is no need to make any revisions.

The next item contains data about the relationship between the topics which are used and the students' daily life. The mean is 4.25. So, it is categorized as good. It is supported with the interview result.

*R : Bagaimana dengan topiknya? Atau judulnya? Apakah berhubungan dengan kehidupan sehari-hari adik? (How about the topics or the titles? Are they related to your daily life?)*

*S : Berhubungan miss. (Yes, they are.)*

Interview Transcript I Appendix G

Item number three of the materials aspect obtains data about the suitability of the materials for the students. The mean on the table 10 shows 4.28. It belongs to good. It means that the materials which were developed suit the students' competence. The interview result supports the quantitative data.

*R : ... Menurut Dek Ibnu, materinya sesuai dengan tingkat kemampuan adik? (According to Dek Ibnu, do the materials suit your learning competence?)*

*S : Menurut saya sih sesuai Miss. Tadi banyak yang bisa saya kerjain kok. (I think so. I could accomplish some.)*

Interview Transcript II Appendix G

The next item contains information related to the sequence of the materials, whether they are in a logical order or not. The mean of this item is 4.38. Thus, it is categorized as good. According to the interview results, there is no revision needed.

*R : Kalau urutan materinya gimana Dek? Ada yang perlu diubah nggak?*  
(How about the sequence of the materials? Does it need any revisions?)

*S : Emmm.. sudah urut kok Miss. Kayaknya udah pas kayak gitu aja.*  
(Emmm.. The materials have been in order. I think, let it be like that.)

Interview Transcript III Appendix G

The information about the materials appearances, based on the data analysis, is categorized as very good since the mean is 4.45. The materials appearances are the look of the materials in the website. The interview results support that the materials appearances are good.

*R : Hehe.. Kalau tampilan materinya gimana Dek? Menarik atau tidak?*  
(Hehe.. How about the materials appearances? Are they interesting or not?)

*S : Menarik Miss, menarik banget. Gambarnya lucu-lucu. Hehe..* ( Yes they are. They are very interesting. The pictures are funny. Hehe...)

Interview Transcript I Appendix G

*R : Kalau tampilan materinya menarik tidak?* (Are the materials appearance interesting?)

*S : Menarik Miss, aku suka gambar orangnya. Lucu e Miss.* ( Yes, they are, Miss. I like the pictures of people there. They are cute.)

Interview Transcript III Appendix G

The data containing the information about the instructions clarity is categorized as good. The mean is 4.22. It means that the instructions in the materials are quite clear and understandable. It is supported by the interview results.

*R : ..... Emmm, kalau perintah-perintah yang ada di website tadi apakah sudah jelas dan mudah dimengerti?* ( ... Emmm, are the instructions in the website clear enough and easy to understand?)

*S : Iya, sudah jelas miss.* (Yes, they are, Miss.)

Interview Transcript I Appendix G

*R : Menurut Dek Indri, perintah-perintah yang ada di setiap kegiatan mudah dimengerti tidak? (In Dek Indri's opinion, are the instructions in each activity easy to understand?)*

*S : Mudah Miss, cuma kadang aku salah ngartiin katanya. Secara umum aku paham Miss itu perintahnya suruh ngapain, tapi kalau suruh ngartiin satu-satu katanya, belepotan aku Miss. (Yes, they are, Miss. But sometimes I got wrong in translating the words. Generally, I do understand what the instructions ask me to do, however, if I am asked for the meaning of each word, I find it quite hard.)*

*R : Jadi, apa harus diubah biar lebih mudah? (So, should they be changed to the easier ones?)*

*S : Kalau mudah semua entar nggak seru Miss, jadi nggak belajar hal baru. Kalau menurut saya sih gitu aja udah cukup Miss. Toh masih bisa dimengerti. (If they all are easy, they will be not interesting, for we cannot learn something new. I think, let them be like that. They still can be understood.)*

Interview Transcript III Appendix G

In the questionnaire, there is also a statement which is used to obtain data related to the language. The language which is used in the materials must be so clear and understandable that the students can easily derive meaning from it. From the data analysis, the item which is related to the clarity of the language is categorized as good, since the mean is 4.38. The following interview is the interview results which support the data analysis.

*R : Kalau bahasanya gimana? Susah enggak buat dipahami? (How about the language? Is it difficult to understand?)*

*S : Gampang-gampang susah Miss. Kalau saya sih mengira-ngira miss, soalnya enggak semua kata saya tahu artinya. Tapi saya tahu maksudnya. (It was easy but difficult too. I was just guessing, Miss, because I did not really know every single word's meaning. But I knew the general meaning.)*

Interview Transcript I Appendix G

The activities which were developed are varied. The data analysis shows that the mean is 4.45. Thus, it is categorized as good. The activities

which were developed are in the forms of matching, multiple choices, multiple response, short essay, filling in the blanks, sequencing, and true-false questions. The followings are the interview results which are related to the activity varieties.

*R : Kalau materinya, bervariasi atau tidak? (Are the activities various or not?)*

*S : Bervariasi miss, macem-macem. (Yes, they are various.)*

Interview Transcript I Appendix G

*R : Variasi aktifitas gimana Dek? Cukup bervariasi atau gimana menurut Dek Ibnu? (What do you think of the variety of the activity? Are they various enough or do you have any opinion? )*

*S : Bervariasi Miss, enggak kayak di buku, itu-itu aja. ( They are various, they are not like in the books)*

Interview Transcript II Appendix G

*R : Menurut Dek Indri, variasi aktifitasnya gimana? (What do you think about the activities variation?)*

*S : Cukup banyak menurutku Miss. (I think they are many.)*

*R : Yang Dek Indri paling suka yang mana? (Which one do you like the most?)*

*S : Yang itu Miss, yang nyocokin gambar sama deskripsinya. Bikin gemes itu Miss, masak udah tak tarik – tarik itu lho Miss, tetep balik lagi. Tapi seru Miss, sampe ditegur Bu Puji tadi. (I like that one, which match the pictures with their descriptions. It was annoying. I had dragged them but they came back to their position. But it was so fun that Mrs. Puji reminded me to keep quiet.)*

Interview Transcript III Appendix G

The web-based reading materials were developed using an appropriate grammar use. The mean of the item which contains this information is 4.38. Hence, it can be said that the item is categorized as good. It is supported by the interview results of the beta test.

*R : Bahasa yang digunakan dalam penyampaian materi di website tadi, kira-kira sudah sesuai dengan kaidah bahasa inggris belum Dek? (Had the*

language used in delivering the materials in the website been appropriate yet in terms of grammar?)

*S : Loh, Miss kan yang lebih pintar Miss. Hee.. (You are cleverer than me, indeed. Hee..).*

*R : Ya saya kan juga pengen tahu pendapat Dek Indri. (I want to know your opinion.)*

*S : Oh, menurut saya sih udah Miss. Kayaknya sudah. (In my opinion, it had already been appropriate in terms of grammar. I think so. )*

Interview Transcript III Appendix G

The explanations in the website are clear. The mean is 4.09. It is categorized as good. The interview result supports the beta test result.

*R : Di website kan ada penjelasannya mengenai materi yang sedang dipelajari, kira-kira penjelasan-penjelasan itu mudah dipahami atau tidak? (There are explanations in the website. Are they easy to understand or not?)*

*S : Mudah miss, mirip ya kayak penjelasan di buku.(They are easy to understand, Miss, similar as those in the course books.)*

Interview Transcript I Appendix G

*R : Kira-kira penjelasan dan informasi tentang materi yang ada di website tadi jelas tidak? (Do you think the explanations and information provided in the website are clear ?)*

*S : Emmm.. Lumayan. (Emmm.. Just so so.)*

Interview Transcript II Appendix G

The tasks in the web-based reading materials are developed from easier to more difficult. The mean is 4.33. It means that the category for this item is good. The interview result supports the beta test result.

*R : Oh kalau tingkat kesulitannya gimana Dek? Menurut Dek Indri, aktifitasnya tersusun dari yang mudah ke yang sulit atau sebaliknya?(How about the difficulty level? According to Dek Indri, are the activities arranged from easier to more difficult or vise versa?)*

*S : Kalau saya rasakan ya Miss, kayaknya tuh dari yang gampang ke yang susah. Soalnya makin kesana makin kesana ngerjainnya pake mikir. Apalagi tesnya Miss. Wuh... (If I think about it, I think they are arranged from easier to more difficult. Because the more I did the activities, the harder I thought, especially the test. Wuh..)*

Interview Transcript III Appendix G



The examples which are provided in the web-based reading materials are easy to understand. Since the mean of this item is 4.30, it can be said that the category for this item is good. It is supported by the following interview result.

*R : Kalau contoh – contoh yang ada di materi gimana Dek? Mudah dipahami atau tidak? (How about the examples provided in the materials? Are they easy to understand or not?)*

*S : Emmm lumayan Miss. Kan contohnya diambil dari teks sebelumnya, jadi aku paham. (Emm.. They are quite easy to understand since the examples are taken from the previous texts.)*

Interview Transcript III Appendix G

The tasks engage the students to an autonomous learning. The mean for this item is 4.27 so it is categorized as good. It is supported by the following interview results.

*R : Kalau mengerjakan kegiatan-kegiatan yang ada di website tadi, Dek Rahmat bersemangat nggak untuk mengerjakan sendiri?(If you do the activities in the website individually, would you be motivated to do it by yourself?)*

*S : Iya miss, tadi saya ngerjain sendiri. Kayaknya juga lebih asyik kalo dikerjain sendiri. Kalo salah nggak ada yang tahu, hehe.. (Yes, I would, I did them by myself. I think it would be better if I did them individually. If there are wrong answers, no one would know, hehe..)*

Interview Transcript I Appendix G

*R : Kalau Dek Ibnu belajar pakai website tadi, kira-kira Dek Ibnu bakal semangat nggak untuk belajar sendiri secara mandiri?(If Dek Ibnu learn using the website, would you be motivated to learn by yourself?)*

*S : Saya malah seneng Miss. Hahaha.. (I would be happy, Miss. Hahaha..)*

Interview Transcript II Appendix G

*R : Kira – kira aktivitas yang ada di website itu, memicu Dek Indri untuk belajar secara mandiri tidak?(Do you think that the activities in the website promote your motivation to be an autonomous learner?)*

*S : Emm gimana ya Miss. Kan emang kalau pake website itu enaknya emang ngerjain sendiri Miss, jadi nggak rebutan. Lha tadi saya ngerjain sama Ega malah saling ejek itu kalau nilainya jelek. Tapi saya pengen nyoba lagi, Miss. Tadi kan nilai saya jelek. (Emm.. How would I say. I think it is better to work individually if we are using the website, so we won't take it away by force. I worked with Ega, we are insulting each other if our scores are bad. But I want to try it more, Miss. I got a bad score.)*

Interview Transcript III Appendix G

In the web-based reading materials, the feedback provides sufficient information. The mean for the item containing this information is 4.08. Hence, it can be categorized as good. The interview results support the beta test result.

*R : Feedback yang diberikan setelah mengerjakan apakah sudah cukup membantu?(Are the feedbacks given after doing an activity helpful?)*

*S : Yang kalo habis ngerjain soal muncul benar atau salahnya itu ya miss? (Is that when we have finished doing a question, the wrong or right answer will appear?)*

*R : Iya.. (Yes, that is.)*

*S : Membantu sekali miss, jadi langsung tahu benar atau salahnya, trus jawaban benarnya apa. (They are so helpful that I directly know what the wrong and the right answers are. )*

Interview Transcript I Appendix G

*R :.. kalau feedbacknya gimana Dek? Cukup membantu atau tidak?(how about the feedback? Are they helpful or not?)*

*S : Lumayan sih Miss. Jadi ngerti salahnya.(They are quite helpful. So, I know the wrong answers.)*

Interview Transcript III Appendix G

The item which contains information about the evaluation task in the web-based reading materials is categorized as good since the mean is 4.25. The beta test and the interview result show that it needs no revision. The interview result supports the result of the beta test.

*R : Kalau soal evaluasinya gimana? (How about the evaluation test?)*

*S : Kebanyakan itu miss, jadi ngerjainnya lama. Tapi seru sih miss, bisa tahu nilainya berapa. Jadi kalo ngerjain lagi bisa lihat kemajuannya. Atau malah kemundurannya, hahaha...(I think they are too many, Miss, so it needs a long time to do. But they are challenging, I can know my score. So, if I do it once more, I can know my progress or decline, hahaha...)*

Interview Transcript I Appendix G

*R : Kalau soal-soal di tes akhirnya gimana?(How about the questions in the final test?)*

*S : Oh yang tiga puluh soal itu ya? Kebanyakan itu Miss, kemarin saya belum selesai ngerjain malah sudah bel. (Oh, they are the thirteenth questions, aren't they? They are too many, Miss. Yesterday, I hadn't finished doing them but the bell rang. )*

*R : Oh, kebanyakan ya kalau tiga puluh soal? Trus tadi dikerjain lagi nggak? (Oh, do you think that thirteen numbers are too many? Did you do it again?)*

*S : Tadi pas awal-awal saya ngerjain soal itu lagi Miss, penasaran kira-kira (nilai saya berapa. Hehe... Trus tadi gantian sama Angga. Angga juga ngerjain soal itu Miss. (At the beginning of the lesson, I did them again. I was so curious how my score would be. Hehe.. so I did them with Angga. He did also those questions.)*

*R : Trus hasilnya? (How was the score?)*

*S : Hehe.. jelek Miss. Cuma betul dua belas. Angga betul 8 malah. Hehe.. (Hehe, I got bad, Miss. My right answers were only twelve. Angga got eight. Hehe..)*

*R : Soalnya susah atau gimana? (Were the questions difficult?)*

*S : Lumayan Miss. Banyak bacaannya itu lho Miss. Nggak konsen juga tadi pada rame. (They were quite difficult. The text were many, Miss. I lost my concentration too, the class were noisy.)*

Interview Transcript II Appendix G

The reflection helps the students to know how well they learn the materials. The mean for the item which contains this information is categorized as very good since the mean is 4.5. There is no revision needed.

The following interview result supports the result of the beta test.

*R : Kalau bagian reflection tadi, kira – kira dengan mengisi form refleksi tadi, apakah Dek Indri jadi bisa mengukur sejauh mana kemampuan Adek?(In the reflection part, by filling the form, do you think that it can help you to measure how far your ability?)*

*S : Oh yang paling akhir itu ya Miss? Emmm.. Sedikit sih Miss, soalnya aku juga masih bingung mana yang aku belum bisa. (Is that the last one? Emmm Just a little I guess, because I am still confused which one I haven't been understood.)*

*R : Oh gitu, tapi banyak bisanya kan? Kan sudah diajarin materinya sama Bu Puji. (Oh, but you understood much, didn't you? Mrs. Puji has already taught the materials.)*

*S : Iya sih Miss, tapi lupa-lupa ingat gitu deh.(yes, she has, but I little bit forget. )*

Interview Transcript III Appendix G

The item which contains information about the glossaries in the web-based reading materials is categorized as good. The mean for this item is 4.30. It is supported by the interview results as follows.

*R : Kalau glossaries –nya gimana? Informasinya berguna nggak? ? (How about the glossaries? Is the information usefull?)*

*S : Yang mana itu miss?(Which one is that?)*

*R : Yang ada tabel isinya kosa kata trus ada audio pengucapannya.(The one which contains a table with some words and their audios.)*

*S : Oh itu tadi di komputer saya nggak ada suaranya miss. Loadingnya lama. Tapi jadi ngerti bahasa Inggrisnya rayap. Hehehe.. (Oh, in my computer there were no audios. The loading speed was too slow. But now I know how to say rayap in English.)*

Interview Transcript I Appendix G

*R : Dek Indri tadi sudah membuka glossary kan? Kira – kira itu cukup membantu tidak untuk menambah kosa kata Adek? (You opened the glossary, didn't you? Was it quite helpful to enrich your vocabulary?)*

*S : Wah iya itu Miss, jadi ngerti bahasa Inggrisnya rayap. Hahaha...( Wah, Yes it was. I know now the English word of rayap. Hahaha...)*

Interview Transcript III Appendix G

The use of animation, pictures, and sounds in the web-based reading materials is appropriate with the materials being taught. It is categorized as good since the mean is 4.38. The interview result supports the beta test result.

*R : Hehehe.. Kalau gambar, audio, video, dan animasi, cocok nggak sama materinya? ( Were the pictures, audios, and animations appropriate with the materials?)*

*S : Cocok miss. (Yes, they were.)*

Interview Transcript I Appendix G

In the web-based reading materials, the links are provided as references related to the materials. The mean for this item is 4.22 and it is categorized as good. It is also supported by the following interview result.

*R : Selama belajar pakai website, Dek Ibnu pernah meng-klik tulisan atau kata yang warnanya biru nggak? Atau nge-klik salah satu judul di More Reading ? (During using the website, did you ever click on the blue words? Or did you ever click on the one of the title in More Reading?)*

*S : Pernah Miss kalau tulisan biru, tapi kepercet waktu itu, hehehe... Kalau yang di More Reading saya dua kali. Itu kok tampilannya beda Miss? (Yes, I clicked the blue words not in purpose. But in the More Reading I clicked it twice. How was the appearance can be different?)*

*R : Oh, itu sebenarnya website lain. Sebagai tambahan materi saja. (It was actually other websites. It was just additional materials.)*

*S : Oooo gitu to? Tak kira Miss yang buat. Nggak asyik itu Miss, pertanyaannya gak bisa dijawab di klik klik gitu kayak punya Miss. (Ooo, I thought that you made it. It was not interesting, Miss. The questions could not be answered by clicking like on yours.)*

Interview Transcript III Appendix G

The layout of the web-based reading materials is consistent. The item which contains this information is categorized as good since the mean is 4.31.

The following interview result supports the beta test result.

*R : Kalau tata letaknya kira-kira gimana? Misalnya penempatan menu di sebelah kanan, tombol next-nya dibawah..(How about the layout? For example the menu placement is on the right side, the next button is on the bottom.)*

*S : Sudah oke Miss, simpel. Jadi nggak susah makenya. (It is okay, Miss. It is simple. It is not difficult to use.)*

Interview Transcript II Appendix G

The item which contains information about the clarity of the technical terms in the website is categorized as good since the mean is 4.12. The following interview result supports the result of the beta test.

*R : Kalau istilah – istilah yang ada di website, ada yang sulit dipahami tidak?*(How about the technical terms in the website? Were there any technical terms which were difficult to understand?)

*S : Nggak Miss.*(No.)

Interview Transcript IV Appendix G

The web-based reading materials use simple and understandable menus. The mean for this item is 4.34. It is categorized as good. The following interview result supports the beta test result.

*R : Ada kesulitan nggak dalam mengakses website? Misalnya kesulitan mencari tombol atau menu.* (Did you have any difficulties in accessing the website? For example difficulties in finding the navigation or menu?)

*S : Enggak miss. Tombolnya enggak ngumpet kok, hehehe..*(No, I didn't. The navigation did not hide, hehe.. )

Interview Transcript I Appendix G

In accessing the web-based reading materials, the students are free to choose the menus. The item containing this information is categorized as good since the mean is 4.30.

*R : Nah ketika Dek Nadya mengakses website, Dek Nadya merasa bebas tidak dalam memilih menu?* (When you were accessing the website, did you feel free to choose the menu?)

*S : Bebas Miss. Kan nggak ada yang nyuruh.*( Yes, I felt free because no one asked me.)

Interview Transcript IV Appendix G

The color composition is well arranged. The result of the beta test shows that the mean for the item containing this information is 4.32. Hence, it is categorized as good. It is supported by the interview result as can be seen in the following transcript.

*R : Emm oke, kalau komposisi warnanya gimana Dek? Sudah baik atau ada yang perlu diperbaiki?(Well, how about the colors composition? Do you think it is already good, or need some revisions?)*

*S : Warnanya .... Lumayan Miss. Emmm kalau kata Pak Bambang sih warna putih itu bikin lebih konsentrasi Miss. Kata Pak Bambang lho Miss. (The colors... It is enough. Emmm according to Mr. Bambang, white color makes people more concentrate. It was Mr. Bambang' saying.)*

Interview Transcript IV Appendix G

The web-based reading materials use proper size fonts and font styles. Each of them is categorized as good since the meaning of each is 4.38. The following interview results support the beta test data.

*R : Oh gitu ya? Hehe... kalau tulisannya Dek? Jenis huruf, ukuran huruf, dan semua tulisan yang ada di website apakah bisa terbaca semua? ( How about the text? Can the font size, the font style, and any texts be read?)*

*S : Bisa Miss. Jelas kok. Kan backgroundnya putih Miss. (Yes, they can. They are clear for the background is in white.)*

Interview Transcript IV Appendix G



The animation movement in the web-based reading materials runs smoothly. It is shown by the beta test result that this item has a good category because the mean is 4.33.

*R : Nah kalau kualitas gambar, suara, animasi, sudah bagus belum menurut Dek Nadya. (Have the quality of pictures, audios, and animations been good?)*

*S : Menurutku, sudah Miss. Setidaknya bisa dilihat dengan jelas. ( I think so. At least, they can be seen.)*

Interview Transcript IV Appendix G

The item containing the information about the availability of scores has mean 4.30 and it is categorized as good. The following interview result support the beta test result.

*R : O, gitu ya. Kalau system penilaiannya gimana Dek?(How about the scoring system?)*

*S : Sudah baik Miss. Itu nilainya nggak dimunculkan di website kan Miss? (It is good already. The scores do not appear in the website, don't they?)*

*R : Enggak, memangnya kenapa?(No. What's wrong with that?)*

*S : Kan malu Miss kalau nilainya dilihat orang banyak. (I feel shy if many people see mine.)*

*R : Enggak kok, yang bisa lihat cuma saya. Kalau ada yang mau lihat nilai ya mereka Cuma bisa lihat nilai mereka sendiri-sendiri. (No, it won't. It is only me who can see the scores. If there are students who want to see their score, they could only see their score.)*

*S : Oh, baguslah Miss. ( Oh, that's great.)*

Interview Transcript IV Appendix G

The loading speed for the web-based reading materials is categorized as fair since the mean is 3.47. The following interview result supports the beta test result.

*R : Oh, kalau kecepatan aksesnya gimana? (Oh, how about the loading speed?)*

*S : Lah, lama Miss loadingnya. Harus ekstra sabar. (So slow, Miss. I must be so patient.)*

Interview Transcript II Appendix G

The beta test result shows that the web-based reading materials engage the students' learning motivation since the mean is 4.70 and it is categorized as very good. It is supported by the following interview result.

*R : ... kira-kira nih, kalau Dek Rahmat belajar pakai website tadi, Dek Rahmat semangat nggak? Atau malah males? (Suppose you are learning with the website, will you be motivated? Or you will be lazy?)*

*S : Wah kalau aku sih senang miss. Pakai buku bosan e miss. Kalau pelajaran bahasa Inggris kayak gini aja terus aku mau miss. Besok Senin pakai ini lagi kan miss? (I will be happy, Miss. Using course books is bored. If the English lesson always be like we did, I want, Miss. )*

. Interview Transcript I Appendix G

#### j. Making Final Revisions

After the researcher did the beta test, the results were used to make the final revisions of the product. The website was then revised based on the students' evaluation.

From the questionnaire, the lowest mean is on the item which contains information related to the loading speed. Based on the Table 9, the lowest mean is 3.74. It is categorized as fair. From the interview result, the students admitted that the loading speed was so slow. As shown in the interview transcript below.

R : ..... *Kalau kecepatan aksesnya tadi gimana?*

..... (How about the loading speed?)

S : *Lama miss. Lama banget.*

(It was slow. Very Slow. )

#### Interview Transcript I Appendix G

Based on the data analysis and the interview results, the loading speed of the website is not good enough. However, the bandwidth of this website has already big. It should make the website run well when it is accessed for some users at the same time. But, when the beta test was done, the loading speed was still slow. When the researcher asked to the computer laboratory coordinator, Mr. Eko, he said that the internet connection was down in the last three weeks. He added some routers to increase the internet connection but it seemed not work much. So, the problem comes from the internet provider.

Based on the data analysis, it can be concluded that the web-based reading materials are appropriate and suitable for the eighth grade students of junior high school, since the average mean of all items is 4.28. There is no further revision needed according to the data analysis and the interview results. The final product can be accessed in [www.myreadingcorner.net](http://www.myreadingcorner.net). The printed views of the final product can be seen in the appendix E.

## **B. Discussions**

The web-based reading materials design was created by considering the standard of competence and the basic competence for grade eight of junior high school level. The standard of competence was used as the guideline of the learning competence that should be met by the students. Hence, the materials consist of the learning competence which was already stated in the standard of competence. The standard of competence for the eighth grade students of junior high school in the first semester states that the students should be able to comprehend the meaning of short written functional texts and essays in the forms of descriptive and recount which are related to the surrounding environments. It means that students are required to be able to identify short written functional texts and essays. The texts and essays are limited in the forms of descriptive and recount, which are related to their society. Hence, the texts and essays are expected to be as similar as the real condition. Thus, they will usually find them in their daily life. As stated by Brandal (2002: 89), curricular goals and students' proficiency levels are two of many factors which have to be considered in developing internet-based materials.

The web-based materials were developed by adapting many sources either printed or non-printed sources. Those sources were selected to suit the learning needs and the students' proficiency levels. This is in line with Brandal's (2002) statement that in making web-based reading materials, the teacher selects reading materials or cultural readings from internet-based or

other resources, then designs comprehension activities, and finally makes them available through his/her website page.

Based on the findings, the content of the website is appropriate for junior high school students of grade eight. The materials are relevant with the learning competence. The topics are closely related to the students' daily life. The materials also suit the students' proficiency level. The activities are sequenced logically and developed either from dependent to independent or from easier to more difficult. The instructions, the explanations, the examples, and the language are clear and easy to understand. The materials' appearances are attractive and the activities are various. The feedback, reflections, glossaries, links, and evaluation tasks are effective and helpful. The pictures, animations, videos, and sounds support the materials. All of the components are supported by Nesbit, Belfer, and Leacock's (2004 in Nesbit, Li, and Leacock 2005) multimedia learning sources evaluation model, that a good multimedia should consider the nine items i.e. content quality, learning goal alignment, feedback and adaptation, motivation, presentation design, interaction usability, accessibility, reusability, and standards compliance.

In terms of media aspects, the web-based reading materials use a consistent layout. It has an appropriate template which is suitable for educational purposes. The web-based reading materials design can promote the students' engagement. The technical terms, the menus, the instructions, the fonts and any texts in the website are clear, understandable, and readable. The website uses appropriate pictures, animations, audio, and video in

supporting the materials presentation. The website uses a good color composition. The quality and the placement of animations, pictures, audios, and videos are good. The website also provides feedbacks and scores. It also can promote the students motivation towards the use of the website. Thus, in terms of media aspect, the website is appropriate to use for grade eight students of junior high schools. Eagleton and Dobler (2007) state that in developing web-based reading materials, there is a need to avoid providing many supporting graphics and texts, since they can make the readers feel overwhelmed. Besides, the menus and navigations and any texts should clear and readable for the readers often search information from them.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATION, SUGGESTIONS**

In this final chapter, research findings are summarized and the conclusions and the implications are drawn. Some suggestions are addressed as the last part in this chapter.

#### **A. Conclusions**

In the previous chapter, the research results are presented. The web-based reading materials were developed by following some phases of multimedia development for educational purposes. There were basically three major phases. They were planning, design, and development. The planning phase included defining the scope, identifying learners' characteristics, producing a style manual, and determining and collecting resources.

The design phase included developing initial content ideas, conducting task and concept analysis, creating flowcharts and storyboards, and preparing the scripts. The development phase consisted of some steps i.e. preparing the text, writing the program code, creating the graphics, producing audio and video, assembling the pieces, preparing supporting materials, doing an alpha test, making revisions, doing a beta test, making final revisions, and validating the program.

The basis of the web-based reading materials development was the Standard of Competence and the Basic Competence for the eighth grade students of junior high schools. There is one Standard of Competence for reading skills in the first semester

that is Standard of Competence 5, comprehending the meaning of short written functional texts and essays in the form of descriptive and recount which are related to surrounding environments. It means that students are required to be able to identify short written functional texts and essays. The texts and essays are limited in the forms of descriptive and recount which are related to the society they belong to. Hence, the texts and essays are expected to be as similar as the real condition so that they will usually find them in their daily life.

Those things stated previously are the basis of the web-based reading materials development. In the further process, many factors involved and took a significant part in the web-based reading materials development. Thus, many factors were worth considering in developing such materials. Therefore, a proper design of web-based reading materials for the eighth grade students of junior high schools could be made. The followings are the components that are included in the web-based reading materials for the eighth grades students of junior high schools.

a. Descriptive

It is one of the text types which are developed in the web-based reading materials. It has three sub-topics related to descriptive texts. Students can choose freely which one they want to learn first. Each topic has some activities for learning reading.

b. Recount

The same as descriptive, the *Recount* has three sub-topics.



c. Test

The *Test* is the final activity in each topic. It consists of some questions which cover all of the topics in each text types to measure the students' understanding towards the materials presented in the web-based reading materials.

d. Reflection

The *Reflection* is used to know the students' attainment towards the materials they have learnt from the website. Students can also share their difficulty during accessing the web-based reading materials.

e. Glossary

The *Glossary* consists of some words which are included in the texts. Each word is given the notion or description and also its pronunciation. The students can learn what the words mean, and how they are pronounced.

In addition, there are some components which support the web-based reading materials. Some components are clearly recognized as they play significant roles, and some components are laid in a certain page. Those components are as follows.

a. Registration/ Login form

It is used to secure the students' privacy in accessing the web-based reading materials. There are some limitations when students are not logged-in. They cannot give comments, join the *Forum*, and download the files.

b. Comments

The *Comments* is showed in certain pages in which the activities require the students' comments, ideas, and short answers.

c. Forum

*Forum* is a page which provides a space for students to have discussions.

They can discuss any topics related to the materials and the website design.

d. More Reading

The students can have more reading texts taken from other websites in the *More Reading*. There are some texts which are related to descriptive and recount texts.

e. Download Area

The students can download some files which are provided in the *Download Area*. The files are those which are presented in the website. In the materials presentation, the files are in the forms of *flash*. However, the files in the *Download Area* are in the forms of *Power Point* in order to be easy to access.

f. Administrator Info

The information about the administrator or the website developer can be seen in the homepage. Students can just click on the word *administrator* in blue. Besides, there are some icons of social media which appear in the bottom right corner of the website with information *see the admin*.

## **B. Implication**

Based on the findings, the alpha test and the beta test, as the evaluation of the web-based reading materials, show that the product of web-based reading materials for the eighth grade students of SMPN 2 Playen has met good characteristics. It helps the students promote their motivation. Hence, the English teacher can use the web-based reading materials for teaching English.

## **C. Suggestions**

Related to the conclusions and the implication above, there are some suggestions for the English teacher, the eighth grade students, and the further web-based materials developers.

### **1. For the English Teacher**

Since there are many learning sources, the English teacher can optimize the use of websites, as one of the learning sources which have not been maximized yet in the English teaching and learning process. Learning reading with website can promote students' engagement.

### **2. For the Eighth Grade Students**

Recently, many places provide free internet connection. Learning reading using website can be an interesting learning activity. Many website offer interesting contents, but, the students should selectively access the websites.

### 3. For Other Web-Based Materials Developers.

In designing web-based materials, the web-based materials developers should follow the sequence of website development model. If the developers do not have good skills in developing a website, it is good to collaborate with the expert website developer. Besides, the web-based materials developers should be ready for the obstacles during the development process and the testing process. Some obstacles can be out of the developers' control, such as the internet connection, which influences the loading speed of the website.

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# APPENDICES

# APPENDIX A

### A. Needs Analysis

The needs analysis of the learners will be conducted based on the Standard of Competence and the Basic Competence (abbreviated SC/BC hereafter) which are applied in the first semester of the eighth grade students of junior high schools. The following is the SC/BC for reading skills as stated in the *Standar Isi* for the first semester students of grade eight.

**Table 1. Standard of Competence and Basic Competence of Reading Skills for the First Semester of the Eighth Grade Students of Junior high schools**

Standard of Competence	Basic Competence
<b>Reading</b>  5. Comprehending the meaning of short written functional texts and essays in the form of descriptive and recount related to surrounding environments.	5.1 Reading aloud simple written functional texts and essays in the form of descriptive and recount with appropriate pronunciation, stress, and intonation which are related to surrounding environments.  5.2 Responding to the meanings of short functional texts accurately, fluently, and appropriately which are related to surrounding environments.

	5.3 Responding to the meanings and rhetorical steps in short descriptive and recount essays accurately, fluently, and appropriately which are related to surrounding environments.
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As stated in the SC and BC, the reading competence for the eighth grade students in the first semester is, comprehending the meaning of short written functional texts and essays in the forms of descriptive and recount which are related to the surrounding environments. It means that students are required to be able to identify short written functional texts and essays. The texts and essays are limited in the forms of descriptive and recount which are related to the society they belong to. Hence, the texts and essays are expected to be as similar as the real condition so that they will usually find them in their daily life.

The three Basic Competence cover some micro skills for reading that are relevant to be applied for students of the eighth grade in the first semester. Reading aloud simple written functional texts and essays in the forms of descriptive and recount means that students are required to be able to read aloud descriptive and recount texts or essays in an appropriate way. Responding to the meanings of short functional texts means that students have to be able to comprehend and respond functional texts that they find in their society. Responding to the meanings and

rhetorical steps in short descriptive and recount essays means that students must understand the function and structure of descriptive and recount texts.

BSNP (2006:130) states that the English learning in junior high schools is aimed to meet certain goals. They are as follows:

1. to develop the competence to communicate both orally and written to achieve the functional literacy level;
2. to build the students' awareness of the rationale and the importance of English learning to increase the efforts to compete in global society; and
3. to develop students' understanding on the relationship between language and culture.

Learning English in junior high schools level is aimed to meet the functional literacy level which means students has to be able to communicate both in written and spoken language to meet their daily needs. This level will prepare the students to meet a higher level when they are in senior high school, which is called as the informational literacy level. For these reasons, the materials that will be developed should consider some points which are related to the SC/BC and the aims of English learning as stated by BSNP.

There are basically three points that should be considered in developing web-based reading materials for the eighth grade students of junior high schools. First, the materials should cover the Basic Competence and all the skills which are required as stated in the *Standar Isi* for junior high schools. Second, the materials should cover the genre texts that are stated in the standard of competence for the

first semester students of the eighth grade; they are descriptive and recount texts.

Third, the materials should provide opportunity for the students to involve in the activities which are related to descriptive and recount texts.

# APPENDIX B

### Course Grid of Web-Based Reading Materials for the Eighth Grade Students of SMPN 2 Playen Gunungkidul

**Grade : VIII**

**Semester : I**

**Standard of Competence :**

Reading

5. Comprehending the meaning of short written functional texts and essays in the form of descriptive and recount related to surrounding environments.

**Basic Competence :**

5.1 Reading aloud simple written functional texts and essays in the form of descriptive and recount with appropriate pronunciation, stress, and intonation which are related to surrounding environments.

5.2 Responding to the meanings of short functional texts accurately, fluently, and appropriately which are related to surrounding environments.

5.3 Responding to the meanings and rhetorical steps in short descriptive and recount essays accurately, fluently, and appropriately which are related to surrounding environments.

Genre	Title of Unit	Learning Objectives	Learning Activities	Vocabulary	Generic Structure	Input
Descriptive	The Animal that I Love	Students are able to identify the purpose, the generic structure and the language features of a descriptive text.  Students are able to identify related vocabulary.	Opening activities: Greeting Prayers  Main activities:  <i><b>Building knowledge of the field:</b></i> Students are given pictures of animal and are asked to guess their names.	termite inhabit beak sharp forest zoo mammal birth	Identification Description	Descriptive texts:  What am I?  The Sea Eagle  Bongo the Orangutan



		<p>Students are able to read aloud a descriptive text.</p> <p>Students are able to find the meaning of words within the text.</p> <p>Students are able to answer questions related to the text being discussed.</p>	<p>Students are asked to match the animal pictures with their appropriate description.</p> <p><b><i>Modelling of the Texts:</i></b></p> <p>Students are given a descriptive text and explanation about its generic structures and grammatical patterns.</p> <p><b><i>Joint Construction of the Texts:</i></b></p> <p>Students are asked to read a descriptive text aloud.</p> <p>Students are given some multiple choice questions related to the texts.</p> <p>Students are given some comprehension questions related to</p>			
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			<p>the text.</p> <p><b><i>Independent Construction of the Texts:</i></b></p> <p>Students are given multiple choice questions.</p> <p>Closing Activity: Summarizing</p>			
Descriptive	My Gorgeous Idol	<p>Students are able to identify the purpose, the generic structure and the language features of a descriptive text.</p> <p>Students are able to identify related vocabulary.</p> <p>Students are able to read aloud a descriptive text.</p> <p>Students are able to find the meaning of</p>	<p>Opening activities: Greeting Prayers</p> <p>Main activities:</p> <p><b><i>Building knowledge of the field:</i></b></p> <p>Students are given pictures of some famous persons and are asked to guess their names.</p> <p>Students are asked to describe the persons in the pictures.</p>	<p>Famous Career Handsome Oval Beard Curly Polite Ugly</p>	Identification Description	<p>David Beckham</p> <p>Justin Bieber</p> <p>Nikita Willy</p>

		<p>words within the text.</p> <p>Students are able to answer questions related to the text being discussed.</p>	<p><b><i>Modelling of the Texts:</i></b></p> <p>Students are given a descriptive text and explanation about its generic structures and grammatical patterns.</p> <p><b><i>Joint Construction of the Texts:</i></b></p> <p>Students are asked to read a descriptive text aloud.</p> <p>Students are given some multiple choice questions related to the texts.</p> <p>Students are given some comprehension questions related to the text.</p> <p>Students are asked to rearrange jumbled paragraphs into a good descriptive text.</p>			
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			<p><b><i>Independent Construction of the Texts:</i></b></p> <p>Students are given multiple choice questions.</p> <p>Closing Activity: Summarizing</p>			
Descriptive	Wonderful Places to Go	<p>Students are able to identify the purpose, the generic structure and the language features of a descriptive text.</p> <p>Students are able to identify related vocabulary.</p> <p>Students are able to read aloud a descriptive text.</p> <p>Students are able to find the meaning of words within the text.</p>	<p>Opening activities: Greeting Prayers</p> <p>Main activities:</p> <p><b><i>Building knowledge of the field:</i></b></p> <p>Students are given pictures of places and are asked to answer the questions.</p> <p>Students are asked to answer some multiple choice questions.</p>	Visit Wonderful Fresh Deep Species Circle Valuable	Identification Description	<p>Borobudur</p> <p>Bunaken National Marine Park</p>

		<p>Students are able to answer questions related to the text being discussed.</p>	<p><b><i>Modelling of the Texts:</i></b></p> <p>Students are given a descriptive text and explanation about its generic structures and grammatical patterns.</p> <p><b><i>Joint Construction of the Texts:</i></b></p> <p>Students are asked to read a descriptive text aloud.</p> <p>Students are asked to rearrange jumbled sentences into a good descriptive text.</p> <p>Students are given some multiple choice questions related to the texts.</p> <p>Students are given some comprehension questions related to the text.</p>			
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			<p><b><i>Independent Construction of the Texts:</i></b></p> <p>Students are given multiple choice questions.</p> <p>Closing Activity: Summarizing</p>			
Recount	My Dear Diary	<p>Students are able to identify the purpose, the generic structure and the language features of a recount text.</p> <p>Students are able to identify related vocabulary.</p> <p>Students are able to read aloud a recount text.</p> <p>Students are able to find the meaning of words within the text.</p>	<p>Opening activities: Greeting Prayers</p> <p>Main activities:</p> <p><b><i>Building knowledge of the field:</i></b></p> <p>Students are given some pictures and are asked to give their comments.</p> <p>Students are asked to match the diseases with their medicine.</p> <p><b><i>Modelling of the Texts:</i></b></p> <p>Students are given a recount text and explanation about its</p>	<p>Yesterday Terrible Remembered Cried Regretted Played Laughed</p>	<p>Orientation Events Re-orientation</p>	<p>Toothache Firecrackers</p>

		<p>Students are able to answer questions related to the text being discussed.</p>	<p>generic structures and grammatical patterns.</p> <p><b><i>Joint Construction of the Texts:</i></b></p> <p>Students are asked to read a recount text aloud.</p> <p>Students are asked to rearrange jumbled paragraphs into a good recount text.</p> <p>Students are given some multiple choice questions related to the texts.</p> <p>Students are given some comprehension questions related to the text.</p> <p><b><i>Independent Construction of the Texts:</i></b></p> <p>Students are given multiple choice</p>			
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			questions.  Closing Activity: Summarizing			
Recount	My Unforgettable Experience	<p>Students are able to identify the purpose, the generic structure and the language features of a recount text.</p> <p>Students are able to identify related vocabulary.</p> <p>Students are able to read aloud a recount text.</p> <p>Students are able to find the meaning of words within the text.</p> <p>Students are able to answer questions related to the text being discussed.</p>	<p>Opening activities: Greeting Prayers</p> <p>Main activities:</p> <p><b><i>Building knowledge of the field:</i></b> Students are given some pictures and are asked to give their comments.</p> <p>Students are asked to match the words with their appropriate descriptions.</p> <p><b><i>Modelling of the Texts:</i></b> Students are given a recount text and explanation about its generic structures and grammatical patterns.</p>	<p>Today Practiced Vomited Examined Festival Creature Holiday Presents</p>	<p>Orientation Events Re-orientation</p>	<p>The Festival Malaria  The Snake in My Town  The Pink Coupon</p>



			<p><b><i>Joint Construction of the Texts:</i></b></p> <p>Students are asked to read a recount text aloud.</p> <p>Students are asked to rearrange jumbled paragraphs into a good recount text.</p> <p>Students are given some multiple choice questions related to the texts.</p> <p>Students are given some comprehension questions related to the text.</p> <p><b><i>Independent Construction of the Texts:</i></b></p> <p>Students are given multiple choice questions.</p>			
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			Closing Activity: Summarizing			
Recount	The Great People in the World	<p>Students are able to identify the purpose, the generic structure and the language features of a recount text.</p> <p>Students are able to identify related vocabulary.</p> <p>Students are able to read aloud a recount text.</p> <p>Students are able to find the meaning of words within the text.</p> <p>Students are able to answer questions related to the text being discussed.</p>	<p>Opening activities: Greeting Prayers</p> <p>Main activities:</p> <p><b><i>Building knowledge of the field:</i></b></p> <p>Students are given some pictures and are asked to give their comments.</p> <p><b><i>Modelling of the Texts:</i></b></p> <p>Students are given a recount text and explanation about its generic structures and grammatical patterns.</p> <p><b><i>Joint Construction of the Texts:</i></b></p> <p>Students are asked to read a recount text aloud.</p>	<p>Invention Born Worked Developed Interest Studied Invented Famous</p>	<p>Orientation Events Re-orientation</p>	<p>Thomas Alva Edison</p> <p>Zuckerberg</p>

			<p>Students are asked to rearrange jumbled paragraphs into a good recount text.</p> <p>Students are given some multiple choice questions related to the texts.</p> <p>Students are given some comprehension questions related to the text.</p> <p><b><i>Independent Construction of the Texts:</i></b></p> <p>Students are given multiple choice questions.</p> <p>Closing Activity: Summarizing</p>			
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# READING MATERIALS

DESCRIPTIVE

RECOUNT

[www.myreadingcorner.net](http://www.myreadingcorner.net)



**click**



# Descriptive

---

- The Animal that I Love
- My Gorgeous Idol
- Wonderful Places to Go

# The Animal That I Love

## Animals

Click the **Start** button to begin.

- This quiz has 46 questions., Pictures-English
- Quiz Data: [Charles Kelly](#), April 19, 2001
- Images: [UVic's Language Teaching Clipart Library \(UVic Humanities Computing and Media Centre and Half-Baked Software\)](#)



About

Start

Restart (Reset Data)

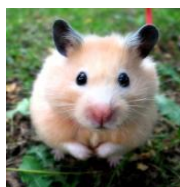
This is part of [English Vocabulary Quizzes with Images](#) which is part of [Activities for ESL Students](#).

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## Activity 1

Match the following animals with their appropriate descriptions. Click and drag the description to the right picture until they stick together.



I have four legs. I can run fast if I am in danger. My ears are long, but my tail is short. Carrots are my favorite food. But it is okay for me to eat

I am a small animal. My face is cute. My eyes are black and shiny. At glance, my body looks like a small white mouse. I love eating sun flower

I live in Australia. My front legs are shorter than my back legs. I eat leaves and termites everyday. I bring my baby in my pocket. But I am not

I bring my house everywhere I go. People call it eggshell. My legs are short. They make me hard to walk fast. My legs are special. They can be

I have four legs. My fur is brown. I love eating fish very much. My face is so cute that many people love me.

I can move from one place to another place quickly. However, I don't have legs. I have poison in my tusks.

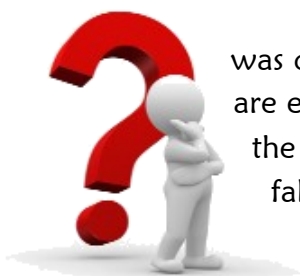
I have a long trunk. I use it to take food and water. My ears are wide. My tail is thin but long.



## Activity 2

Read aloud the following text. Pay attention to your intonation and pronunciation.

### What am I?



I inhabit a small area in south-western Western Australia. My species was quite widespread in Australia before European settlement but now we are endangered. I prefer areas of open woodland. I forage for my food in the mornings and afternoons. At night I sleep in hollow logs or under fallen timber.

My body is about 25 centimeters long. My tail is nearly as long as my body. I am covered in a reddish-brown coat with white stripes. My front legs are shorter than my back legs and I have small claws. My ears are short but my snout is long I have a very long, sticky tongue for eating termites I can eat over 10,000 termites in one day.

I am a marsupial mammal. What animal am I?

Adapted from [www.understandingtext.blogspot.com](http://www.understandingtext.blogspot.com)

Downloaded on May, 25<sup>th</sup> 2011 at 7 p.m.

picture source:

[http://1.bp.blogspot.com/\\_JNlnsmY9gA/TDFnqee29XI/AAAAAAAAC8s/EO0NFGa96w/s1600/question-mark.jpg](http://1.bp.blogspot.com/_JNlnsmY9gA/TDFnqee29XI/AAAAAAAAC8s/EO0NFGa96w/s1600/question-mark.jpg)



## Activity 3

Study the following explanation.

What is a descriptive text?

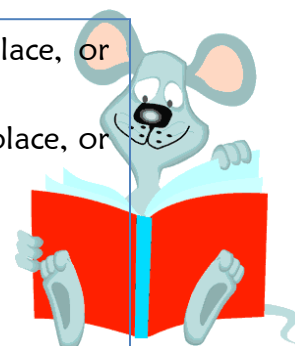
What is the purpose of a descriptive text?

A descriptive text is a text which describes a particular person, place, or thing.

The purpose of a descriptive text is to describe a particular person, place, or thing.

The generic structure of a descriptive text consists of:

1. Identification: identifies phenomenon to be described.
2. Description: describes parts, qualities, characteristics.







#### Activity 4

Read and study the following text based on the previous explanation.

### The Sea Eagle



Every morning, there is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

identification

The color of its feathers is light brown. It has strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea near by my grandparents' house. Sometimes it hunts chickens and small birds around the neighborhood. It has a sharp beak and stream-line body. It sometimes walks on two legs when reaching the ground. Its neck is very flexible and its beak is so strong that it can handle chickens.

description

*Adapted from English in Focus page 16*

Picture source: <http://upload.wikimedia.org/wikipedia/commons/b/ba/CorroboreeSeaEagle.jpg>



#### Activity 5

Study the following explanation.

The grammatical pattern of a descriptive text

1. Use of particular nouns, e.g. *a sea eagle* (paragraph 1)
2. Use of detailed noun groups, e.g. ...its feather is *light brown* (paragraph 2)
3. Use of adjectives, e.g. *strong, sharp* (paragraph 2)
4. Use of the simple present tense, e.g. *It hunts for fish...* (paragraph 2)



**Activity 6**

Decide whether the following statements are true or false based on the previous text. Click in the circle in front of True or False. You have 10 minutes to do this activity.

1. The eagle is nesting on the roof.  
☐ true ☐ false
2. It has strong and sharp yellowish feathers.  
☐ true ☐ false
3. Its beak is light brown.  
☐ true ☐ false
4. It has sharp claws.  
☐ true ☐ false
5. The eagle does not like fish.  
☐ true ☐ false
6. It eats chickens and small birds.  
☐ true ☐ false
7. Its beak is strong and sharp.  
☐ true ☐ false
8. Its beak can handle food.  
☐ true ☐ false
9. The eagle has a big body.  
☐ true ☐ false
10. The eagle has a flexible neck.  
☐ true ☐ false



### Activity 7

Choose 5 adjectives on the following activity. Click on the boxes in front of the words. You have 4 minutes to do the activity. Save your time.

a.	<input type="checkbox"/>	big	f.	<input type="checkbox"/>	claw
b.	<input type="checkbox"/>	sea	g.	<input type="checkbox"/>	strong
c.	<input type="checkbox"/>	sharp	h.	<input type="checkbox"/>	near
d.	<input type="checkbox"/>	body	i.	<input type="checkbox"/>	small
e.	<input type="checkbox"/>	fly	j.	<input type="checkbox"/>	walk



### Activity 8

Read the following description text carefully to answer the questions in the next activity,



### Bongo the Orangutan

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, which means she gives birth to her children and breast feeds them.

*Adapted from English in Focus page 21*

*Picture source: <http://www.allaboutwildlife.com/wp-content/uploads/2009/09/OrangsByDoaZoo.jpg>*

**Activity 9**

Choose the right answers by clicking the circle in front of a, b, c, or d.

1. What animal is described in the text?
  - ☐ a. Bongo
  - ☐ b. orangutan
  - ☐ c. mammal
  - ☐ d. monkey
  
2. Where does the animal come from?
  - ☐ a. Bandung
  - ☐ b. Java
  - ☐ c. Kalimantan
  - ☐ d. Surabaya
  
3. What is the color of her fur?
  - ☐ a. brown
  - ☐ b. yellow
  - ☐ c. black
  - ☐ d. red
  
4. The animal looks like ... .
  - ☐ a. orangutans
  - ☐ b. humans
  - ☐ c. mammals
  - ☐ d. children
  
5. Bongo is a mammal because ... .
  - ☐ a. she comes from a dense forest on the Kalimantan island.
  - ☐ b. she has physical features similar to a human.
  - ☐ c. she walks with her two feet.
  - ☐ d. she gives birth and breast feeds her children.

## My Gorgeous Idol

Look at the pictures below. Who are they? If you know their names, type them in the comment box below by clicking “add comment” first, then click “send” if you finish typing.

Slide show

“add comment”

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---



### Activity 1

Look at the pictures below. How does she/ he look like? Type your answer in the comment box by clicking “ad comment” below.



“add comment”

---



## Activity 2

Answer some questions below by clicking one of the circles in front of the choices.

1. Barack Obama has ... skin.



- ☐ black
- ☐ dark
- ☐ light

2. Fabregas has an ... face.



- ☐ round
- ☐ square
- ☐ oval

3. Irfan Bachdim has a pointed ... .



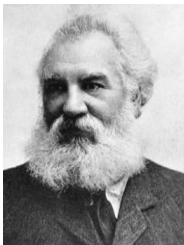
- nose
- eyes
- lips

4. Justin Bieber has an oval face and ... hair.



- short curly
- brown curly
- brown straight

5. Alexander Graham Bell has white ... and ... on his face.



- moustache and beard
- hair and skin
- Eyes and hair



### Activity 3

Read the following text using a good pronunciation and intonation.

David Beckham is a famous football player. He played for Manchester United in the years when Manchester United won everything they could possibly win. And he was captain of the England football team.

But in the past few years his football career has [gone downhill](#). In 2003, he moved from Manchester United to Real Madrid, but Real Madrid have not been a succesful team in the last few years. Last summer, he captained the England team at the World Cup, but again England were not successful. He has now been [dropped](#) as England captain, and

plays only irregularly for Real Madrid. As a footballer, David Beckham is past his best. Other footballers who find that their finest playing days are over do something like this:

- they move to a smaller club;
- or they make a new career in football, perhaps coaching younger players, or managing a club, or writing about football for the newspapers;
- or they retire from football and run a pub in a quiet village in the country, or a night club in Spain.

But David Beckham is not going to do any of these things. He is going to move to America later this year to play for Los Angeles Galaxy. He will become one of the highest paid sportsmen in the world; over the next 5 years, he may earn as much as \$250 million. This is remarkable because football is not a top sport in the United States. Indeed, when Americans talk about “football” they mean a completely different game in which very big men try to knock each other to the ground while kicking or throwing a ball shaped like an egg. In America, you have to say “soccer” if you mean the game that the rest of the world calls football.

So how has this happened? There are rich people and rich companies in the United States who think that soccer could become a lot more popular in America than it is now. They see an opportunity to make money – lots of money. But they need a superstar – someone who is fabulously famous – to raise the [profile](#) of soccer in America, and bring in advertising and sponsorship. And David Beckham is a superstar. He is – or was – a brilliant football player. He is very good looking (or so my wife tells me). His wife is a former pop singer with the Spice Girls, where she was known as “Posh Spice”. Posh and Becks love the glamorous celebrity lifestyle – the lavish parties, the beautiful people, the fast cars, the big houses and swimming pools. They will love Hollywood. And Hollywood will love them.

There is another famous Englishman whose career has gone downhill in the past few years, in fact ever since he made a bad decision to invade Iraq. Yes, I mean Tony Blair, our Prime Minister. Like David Beckham, he is expected to leave his present job this year. Like David Beckham, he enjoys expensive holidays in exotic places, and the company of wealthy people. Like David Beckham, he is liked and admired in America. After he retires, he will probably spend a lot of time in that country, giving lectures and speaking at dinners. In five years time, which of the two will be the more successful – the former football star, or the former Prime Minister? What do you think?

taken from <http://www.listen-to-english.com/index.php?id=227>

Now, listen to the audio by clicking the green button, then reread the text above.







### Activity 3

Study the following explanation.



A descriptive text is a text which describes a particular person, place, or thing.  
 The purpose of a descriptive text is to describe a particular person, place, or thing.  
 The generic structure of a descriptive text consists of:

1. Identification: identifies phenomenon to be described.
2. Description: describes parts, qualities, characteristics.

The grammatical pattern of a descriptive text

1. Use of particular nouns, e.g. *a Canadian pop-R&B singer*. (paragraph 1)
2. Use of detailed noun groups, e.g. He has a pointed nose. (paragraph 2)
3. Use of adjectives, e.g. *young* (paragraph 3)
4. Use of the simple present tense, e.g. Justin Bieber is a Canadian pop-R&B singer. (paragraph1)



#### Activity 4

Based on the previous explanation, match the left boxes with the right boxes according to their appropriate structure. Click and drag them until they stick together.

Justin Bieber is a Canadian pop-R&B singer. He was born on March 1, 1994 in London, and was raised in Stratford, Ontario, Canada. Justin Bieber's mother is Pattie Mallette. Mallette raises Justin Bieber as a single mother in low-income housing. However, Justin Bieber maintains contact with his father, Jeremy Bieber, who married another woman and had two children.

Re-orientation

Justin is now 17 years old. His brown hair is perfectly blown dried. He also has brown eyes that look match with his bright skin. His pointed nose makes him handsome in his oval face. Justin has pink lips that look nice when he smiles. Over all, his physical appearance makes him become an idol among girls.

orientation

Justin is a young talented singer. His debut single, "One Time", released worldwide in 2009, charted in the top 30 in over ten countries. His debut certified platinum in the United States. Justin Bieber becomes the first artist to have seven songs from a debut album chart on the Billboard Hot 100.

event

Adapted from <http://www.justinbieberzone.com/justin-drew-bieber-biography-profiles-biodata-bio-biografia-biografia/>



#### Activity 5

Reread the previous text. Decide whether the following statements are true or false. Click your answers on the circles in the right column.

No.	Statements	True	False
1.	Justin is a Canadian singer.	<input type="radio"/>	<input type="radio"/>
2.	Justin was born in Canada.	<input type="radio"/>	<input type="radio"/>
3.	He has two brothers in law.	<input type="radio"/>	<input type="radio"/>
4.	Justin has brown hair, brown eyes, and bright skin.	<input type="radio"/>	<input type="radio"/>

5.	Justin is the first artist who has seven albums.	<input type="radio"/>	<input type="radio"/>
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### Activity 6

Read the following text. Then, do the following activity.

Nikita Purnama Willy was born in Jakarta, June 29th, 1994. She is a famous young artist. She stars sinetron and advertisement.

Nikita has brown hair. She has big brown eyes and a pointed nose. She has thick pink lips that match with her bright skin. She looks beautiful in her slim body.

She has begun her career since seven years old. She is a talented young artist so that she can maintain her career up to now.

Answer the questions below briefly.

Who is the name of the person in the text?

What is her job?

How does she look like?

What does the text tell us about?

What kind of text is it?

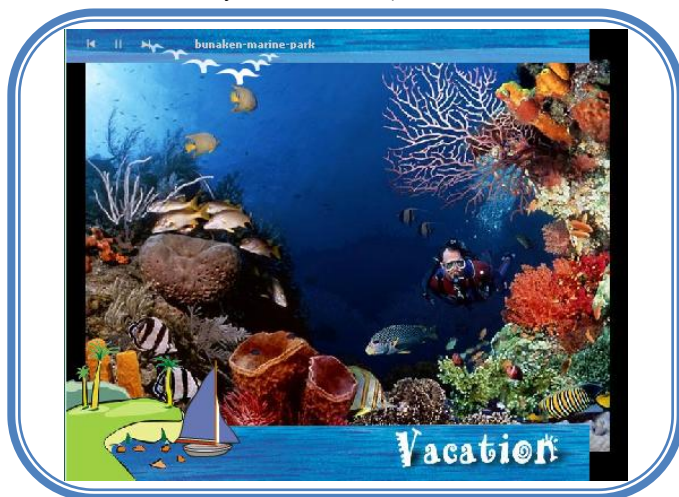
**Activity 7**

After reading the text, write the antonym of the adjectives taken from the text. Click start to do the activity.

no.	words	antonyms
1.	big	
2.	pointed	
3.	thick	
4.	bright	
5.	slim	
6.	beautiful	
7.	young	

## Wonderful Places to Go

Do you know the names of these places? Okay, click “next” to have some activities.



### Activity 1



Answer the following questions. Type your answers in the comment space below so that your friends can see your answers.

Have you ever visited an amazing place?

Can you describe that place?

“comment box”

---



---

### Activity 2



Answer the following questions before going to the next activity. Click the circles in front of the choices.

- Building used in the worship of gods, especially in the Hindu-Buddhist religions.

☐ temple

☐ stupa

☐ monument

2.	Country ruled by a king or queen.	<input type="radio"/> dynasty	<input type="radio"/> kingdom	<input type="radio"/> century
3.	art of building; style of building	<input type="radio"/> architecture	<input type="radio"/> sculpture	<input type="radio"/> relief
4.	shaped like a circle; round	<input type="radio"/> square	<input type="radio"/> triangle	<input type="radio"/> circular
5.	highest part	<input type="radio"/> bottom	<input type="radio"/> center	<input type="radio"/> top

### Activity 3



Read aloud the following text. Pay attention to your intonation and pronunciation.

## Borobudur Temple



Borobudur is a Hindu – Buddhist temple. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consisted of eight terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture. The upper three are circular.

The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passages and stairways. The design of Borobudur symbolizes the temple structures at Angkor, Cambodia.

Borobudur temple is a valuable treasure for Indonesian people.

*Adapted from [www.understandingtext.blogspot.com](http://www.understandingtext.blogspot.com)*

Now, click the play button below to listen the text. Reread the text again.



**Activity 4**


Study the following explanation.



What is a descriptive text?

A descriptive text is a text which describes a particular person, place, or thing.

The purpose of a descriptive text is to describe a particular person, place, or thing.

The generic structure of a descriptive text consists of:

3. Identification: identifies phenomenon to be described.
4. Description: describes parts, qualities, characteristics.

**Activity 5**


Based on the previous activities, answer the following questions by clicking the circles in front of the choices.

1. What is the purpose of the text entitled "Borobudur"?
  - a. to describe Borobudur ☐
  - b. to entertain the readers about Borobudur ☐
  - c. to retell past events ☐
  - d. to present point of view about Borobudur ☐

2. "Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India." (paragraph 2) The underlined word refers to ... .

- a. Borobudur
- b. the world
- c. Gupta architecture
- d. India

3. A word which has the closest meaning to the word "well-known" (paragraph 2) is ... .

- a. amazing
- b. ridiculous
- c. famous
- d. wonderful

4. Which one is an adjective?

- a. temple
- b. circular
- c. influence
- d. treasure

5. Borobudur ..... a large stupa at the centre of the top circle.

- a. have
- b. has
- c. had
- d. having



## Activity 6



Complete the missing words within the text. Click the right answers which are provided below.

### Bunaken National Marine Park



Bunaken National Marine Park was formally established in 1991. The park 1..... a total surface area of 89,065 hectares, 97% of which is overlain by sparkling clear, warm tropical water. The remaining 3% of the park is terrestrial, including the five islands of Bunaken, Manado Tua, Mentehage, Nain, and Siladen.

The depths of Bunaken National Marine Park 2..... extremely deep (1566m in Manado Bay), clear (up to 35-40m visibility), and fresh (27-29°C). It 3..... some highest levels of biodiversity in the world. For example, 7 of the 8 species of giant clams that occur in the world, occur in Bunaken.

All visitors to the Bunaken National Park 4..... required to pay an entrance fee. The entrance fee for foreign visitors 5..... Rp 50.000 per daily ticket.

Adapted from <http://www.sulawesi-info.com/bunaken.php>

#### Answer Box

- |    |                                 |                                  |                                    |                                       |
|----|---------------------------------|----------------------------------|------------------------------------|---------------------------------------|
| 1. | <input type="radio"/> a. cover  | <input type="radio"/> b. covers  | <input type="radio"/> c. covered   | <input type="radio"/> d. is covering  |
| 2. | <input type="radio"/> a. is     | <input type="radio"/> b. am      | <input type="radio"/> c. are       | <input type="radio"/> d. were         |
| 3. | <input type="radio"/> a. harbor | <input type="radio"/> b. harbors | <input type="radio"/> c. harboring | <input type="radio"/> d. has harbored |
| 4. | <input type="radio"/> a. is     | <input type="radio"/> b. am      | <input type="radio"/> c. are       | <input type="radio"/> d. was          |
| 5. | <input type="radio"/> a. is     | <input type="radio"/> b. am      | <input type="radio"/> c. are       | <input type="radio"/> d. were         |

**Activity 7**

Rearrange the jumbled paragraph below into a good descriptive text. Click and drag the boxes to the appropriate positions.

Besides, the beach offers an easy accommodation. Transportation, hotels, and the other public service are easy to access.

Visitors can enjoy the last minutes of the sun raises in the east or sets in west. However, they have to prepare many coins because they will often be disturbed by street musicians who ask some money.

Losari Beach is located in Makasar. Visitors can enjoy both sunrise and sunset clearly.

The beach offers its amazing scene with a good view of sunrise and sunset. It is so beautiful, clean, and fresh. It makes Losari beach different from the others like Tanjung Priok, Tanjung Perak, and many more.

*Adapted from <http://www.moreindonesia.com/sunset-and-sunrise-in-losari-beach-makassar/>*

# Recount

---

- My Dear Diary
- My Unforgettable Experience
- The Great People in the World

## My Dear Diary

What do you feel if you are having such a moment below? Type your answer by clicking the “add comment” below.

A video from Youtube

“add comment”

### Activity 1



Have you ever written such a diary like this? Read aloud the following text. Pay attention to your intonation and pronunciation.

I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

When Mom knocked on my door, I could not open the door. I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got a terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist.

I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted me to go, but I refused it. Finally, Mom called the dentist to cancel the appointment.

Soon, I regretted my decision because the pain on my tooth became worse. I promised my Mom to go to the dentist tomorrow.

Adapted from *Practice Your English Competence* page 68

Now, click the play button to listen to the text. Then, reread the text.



### Activity 2



Match the problem with the best advice. Drag the advice to the right space until they stick together. Then, click “submit” after you match them all.

I have a stomachache.

I have a toothache.

I have a headache.

I have a sore throat.

I feel sick.

Drink some hot water and lemon at night.

Take some medicine.

Go to the dentist.

Eat more slowly.

Take an aspirin.

### Activity 3



Study the following explanation.

What is a recount text?  
Where do you usually find this kind of text?  
What is the function of a recount text?



click here

What is a recount text?

Where do you usually find this kind of text?

What is the function of a recount text?

A recount text is a text which retells events.

The purpose or the function of a recount text is to inform or to entertain.

A recount text has three main parts which is explained as follows:

1. Orientation : provides the setting and introduces participants.
2. Events : tell what happened, in what sequence.
3. Re-orientation: contains optional-closure of events.

#### Activity 4



Reread the previous text. Then, study the explanation below.

I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.



orientation

When my Mom knocked on my door, I could not open the door. I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got a terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist.



event 1

I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted me to go, but I refused it. Finally, Mom called the dentist to cancel the appointment.



event 2

Soon, I regretted my decision because the pain on my tooth became worse. I promised my Mom to go to the dentist tomorrow.



re-orientation

*Adapted from Practice Your English Competence page 68*

The language features of a recount text comprise four components. They are as follows:

1. Focus on specific participants.  
e.g. When my Mom knocked on my door, I could not open the door.
2. Circumstances of time and place.  
e.g. Early in the morning, I got up with a pain on one of my teeth.
3. Use of the past tense. Subject + V2  
e.g. I stayed on my bed holding my cheek
4. Focus on temporal sequence.  
e.g. then, finally.

### Activity 5



Read the following diary. Then, answer the questions by typing your answers in the comment box below.

### Firecrackers

This evening, I played with my friends. One of my friends was Bono, who liked to play with firecrackers.

We were playing in the field. One of my friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. My friends were all impressed and Bono got very excited. He wanted to impress our friends, too.

Not far from there, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turned around, my friends and I laughed at him so hard that he cried; the cow manure was all over his face.

Adapted from *Practice Your English Competence* page 50

## Questions

1. What is the topic of the text?
2. What kind of text is it?
3. What is the purpose of the text?

## Activity 6



Answer the following multiple choice questions based on the information on the text. Click on the dot in front of the appropriate answer.

1. Who liked to play firecrackers?
  - ☐ a. Bono
  - ☐ b. the writer
  - ☐ c. the writer's friends
  - ☐ d. Bono and the writer
2. Who had the idea of covering the firecracker with an empty biscuit can?
  - ☐ a. Bono
  - ☐ b. the writer
  - ☐ c. the writer's friend
  - ☐ d. the villagers
3. " ... Bono saw a big piece of cow manure. (paragraph 3)  
The synonym of the underlined word is ... .
  - ☐ a. feces
  - ☐ b. saliva
  - ☐ c. bone
  - ☐ d. urine
4. Why did Bono put a firecracker on cow manure?
  - ☐ a. to cheat his friends
  - ☐ b. to impress his friends
  - ☐ c. to make his friends happy
  - ☐ d. to put his friends in trouble



**Activity 7**

Rearrange the jumbled paragraph below. Drag the boxes up and down to make an appropriate sequence of text.

After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, “Relax! Don’t be nervous!”

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. I walked quickly to the front of the classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on my left hand.

I was so embarrassed. I walked to my seat and sat as comfort as I can. Then, my English teacher asked everyone in the classroom to stop laughing.

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave her right hand to me. I quickly took it and shook her hand. But then she said, “No, Adi, I want you to give me back the pencil and the sharpener.” My face turned red for the second time and my friends could not stop laughing at me.

*Adapted from Practice Your English Competence page 48*



**Activity 1**

Look at the following pictures. Then, answer the question. Type your answer in the comment box below



Picture sources:

<http://1.bp.blogspot.com/-4QeCpO1xRYg/T4OMwdbNioI/AAAAAAAAATU/YAy-WZhbj0/s400/Tradisi+Prestasi+7.jpg>

[http://media.vivanews.com/thumbs2/2010/03/29/87349\\_un\\_siswa\\_smp\\_300\\_225.jpg](http://media.vivanews.com/thumbs2/2010/03/29/87349_un_siswa_smp_300_225.jpg)

Questions

1. What do you think they do?

### Activity 2



Match the following words with their appropriate descriptions based on the text. Click and drag the right boxes (descriptions) into their appropriate words.

No.	Words	Description
1.	join	for the first time
2.	first	afraid of something
3.	biggest	something that happens because of an action or events
4.	nervous	suitable time when you have the opportunity to do something
5.	result	become a member of an organization, a company, a club, etc
6.	chance	largest in size

### Activity 3



Read aloud the following text. Pay attention to your intonation and pronunciation.

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought. Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

*Adopted from Scaffolding page 112*

Now, listen to the text above by clicking the play button. Reread the text.



#### Activity 4



Study the following explanation.

What is a recount text?

Where do you usually find this kind of text?

What is the function of a recount text?

A recount text is a text which retells events.

The purpose or the function of a recount text is to inform or to entertain.

A recount text has three main parts which is explained as follows:

4. Orientation : provides the setting and introduces participants.
5. Events : tell what happened, in what sequence.
6. Re-orientation: contains optional-closure of events.

#### Activity 5



One day Vita fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Vita vomited. All other students stopped writing. Mrs. Retno helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

"I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week rest", said the doctor.

*Adapted from Contextual Teaching and Learning page 32*

After reading the text, type the generic structure of the text above in the comment space below. Click “add comment” first, to type your answers.

### Activity 6



Read the following text twice. Then, answer the true false questions.

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8-metre long python and brought it to the authority of the zoo in this town.

The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

*Adopted from Contextual Teaching and Learning page 20*

Click in the True boxes if the statements are true, and click the False boxes if the statements are false.

No.	Statements	True	False
1.	The workmen caught a snake last month.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The snake was in the drain near the building construction site.	<input type="checkbox"/>	<input type="checkbox"/>
3.	A workman was just going to sit on the chair when suddenly he saw a long creature lying in the drain.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The Python was 8 centimeters long.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The snake belonged to the zoo.	<input type="checkbox"/>	<input type="checkbox"/>

**Activity 7**

Rearrange the jumbled paragraphs below. Click and drag each paragraph up and down to arrange a good text.

To our surprise, the name was Fanny Fenita and the birth date was exactly the same as Fenny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four nights tour to Lombok!! The expired date was that day.

We were in hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

*Adopted from English in Focus page 62*

## Activity 8



Complete the missing words. Choose the right answers by clicking the circles in front of a, b, c, or d.

Yesterday, after the movie was over, I (1)..... the cinema quickly. My watch (2)..... 11.30 p.m. as I got on to my bicycle. I pedaled hard on my bicycle and was soon speeding home. My thought (3)..... back to the movie I had just seen. It (4)..... a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow, that frightful scene (5)..... in my mind and I could not forget it.

The road was dark and quiet. I (6)..... to pass a graveyard on the way home. As I approached the graveyard, I (7)..... some sounds behind me. I (8)..... frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and (9)..... Hadi, my classmate. He had also seen the movie and was so frightened too. He had cycled after me so that he would not be alone. Both of us (10)..... out loud.

*Adapted from English in Focus page 56*

- |                                    |                                   |                                      |                                   |
|------------------------------------|-----------------------------------|--------------------------------------|-----------------------------------|
| 1. <input type="radio"/> a. leave  | <input type="radio"/> b. left     | <input type="radio"/> c. was leaving | <input type="radio"/> d. has left |
| 2. <input type="radio"/> a. show   | <input type="radio"/> b. shows    | <input type="radio"/> c. showed      | <input type="radio"/> d. showing  |
| 3. <input type="radio"/> a. go     | <input type="radio"/> b. goes     | <input type="radio"/> c. gone        | <input type="radio"/> d. went     |
| 4. <input type="radio"/> a. was    | <input type="radio"/> b. were     | <input type="radio"/> c. has         | <input type="radio"/> d. have     |
| 5. <input type="radio"/> a. stay   | <input type="radio"/> b. stayed   | <input type="radio"/> c. stays       | <input type="radio"/> d. staying  |
| 6. <input type="radio"/> a. had    | <input type="radio"/> b. have     | <input type="radio"/> c. has         | <input type="radio"/> d. having   |
| 7. <input type="radio"/> a. heard  | <input type="radio"/> b. hear     | <input type="radio"/> c. hears       | <input type="radio"/> d. hearing  |
| 8. <input type="radio"/> a. am     | <input type="radio"/> b. is       | <input type="radio"/> c. were        | <input type="radio"/> d. was      |
| 9. <input type="radio"/> a. see    | <input type="radio"/> b. seeing   | <input type="radio"/> c. seen        | <input type="radio"/> d. saw      |
| 10. <input type="radio"/> a. laugh | <input type="radio"/> b. laughing | <input type="radio"/> c. laughed     | <input type="radio"/> d. laughs   |



**Activity 9**

Change the present tense form of each sentence into the past tense form. Type your paragraphs on the comment box bellow in once, then click submit.

I have a bad experience this morning. I have just celebrated my 15<sup>th</sup> birthday yesterday. The party is very good. When I get up this morning, I feel very happy about the party.

I get on with my usual morning activities and go to school. When I arrive at school and enter my classroom, everybody is looking at me. I wonder, "Why are they looking at me?"

I don't think about it much, so I sit on my usual chair. Suddenly, all of my friends are laughing. They are pointing at my face. I feel very embarrassed so I run to the rest room.

There is a mirror there. I look to the mirror to find out why. I am surprised to see a big red pimple on my forehead. My classmates are laughing at me because I look like an Indian actress. I have never had pimple before, so the whole day I have to cover my forehead with a head band.

*Adapted from English in Focus page 69*

"comment box"

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## The Great People in the World

Arrange the following puzzle into a complete photograph. Then, click “next” to go to the next activity.



## Activity 1



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Mention their names and their jobs or inventions in the comment box bellow. Click “add comment” first, to type your answers.

## Activity 2



Read aloud the following text. Pay attention to your intonation and pronunciation.

Thomas Alva Edison was born in Milan, Ohio, on February 11<sup>th</sup>, 1847. He attended school for only three months, in Port Huron, Michigan. When he was 12 years old he began selling newspapers on the Grand Trunk Railway. In 1862 he published a weekly, known as the Grand Trunk Herald. It is printed in a freight car that also served as his laboratory.

He also worked as a telegraph operator. While working as a telegraph operator, he made his first important invention, a telegraphic repeating instrument that enabled messages to be transmitted automatically over a second line without the presence of an operator.

In 1887 Edison announced his invention of a phonograph by which sound could be recorded mechanically on a tinfoil cylinder. Two years later, he exhibited publicly his incandescent electric light bulb, his most important invention. In 1888 he invented the kinetoscope, the first machine to produce motion pictures by a rapid succession of individual views.

He also developed a phonograph in which the sound was impressed on a disk instead of a cylinder. His other discoveries include the electric pen, the mimeograph, the microtasmeter (used for detection of minute changes in temperature), and a wireless telegraphic method for communicating with moving trains.

Edison patented more than 1000 inventions. He was a technologist rather than a scientist. Edison died in West Orange on October 18<sup>th</sup>, 1931.

Adapted from <http://www.ideafinder.com/history/inventors/edison.htm> downloaded on July 25<sup>th</sup>, 2011



### Activity 5



Based on the generic structure of descriptive texts, decide whether the paragraphs below belong to the orientation, event, or re-orientation. Click and drag the boxes in the right

Thomas Alva Edison was born in Milan, Ohio, on February 11<sup>th</sup>, 1847. He attended school for only three months, in Port Huron, Michigan. When he was 12 years old he began selling newspapers on the Grand Trunk Railway. In 1862 he published a weekly, known as the Grand Trunk Herald, printing in a freight car that also served as his laboratory.

event 1

He also worked at a telegraph operator. While working as a telegraph operator, he made his first important invention, a telegraphic repeating instrument that enabled messages to be transmitted automatically over a second line without the presence of an operator.

event 3

In 1887 Edison announced his invention of a phonograph by which sound could be recorded mechanically on a tinfoil cylinder. Two years later, he exhibited publicly his incandescent electric light bulb, his most important invention. In 1888 he invented the kinetoscope, the first machine to produce motion pictures by a rapid succession of individual views.

orientation

He also developed a phonograph in which the sound was impressed on a disk instead of a cylinder. His other discoveries include the electric pen, the mimeograph, the microtasmeter (used for detection of minute changes in temperature), and a wireless telegraphic method for communicating with moving trains.

event 2

Edison patented more than 1000 inventions. He was a technologist rather than a scientist. Edison died in West Orange on October 18<sup>th</sup>, 1931.

re-orientation

**Activity 6**

Read the following text. Then, answer the following question in the comment box below.

### Zuckerberg

Mark Elliot Zuckerberg, businessman, co-founder of Facebook, was born on May 14<sup>th</sup>, 1984, in Dobbs Ferry, New York, into a comfortable, well-educated family. His father ran a dental practice. His mother worked as a psychiatrist.

Zuckerberg developed an interest in computers at an early age; when he was about 12, he used Atari BASIC to create a messaging program he named “Zucknet”. The family used Zucknet to communicate within the house. Together with his friend, he also created computer games just for fun. To keep up Marks’s interest in computers, his parents hired a private computer tutor to come to the house once a week.

Zuckerberg later studied at Philips Exeter Academy, an exclusive preparatory school in New Hampshire. While still in high school, he created an early version of the music software Pandora, which he called Synapse. After graduating from Exeter in 2002, Zuckerberg enrolled at Harvard University. He built a program called CourseMatch, which helped students choose their classes based on the course selections of other users. He also invented Facemash, which compared the pictures of two students on campus and allowed users to vote which one was more attractive.

Zuckerberg invented many computer programs. One of the most famous inventions of him is a social network called Facebook. It is widely used in all over the world.

*Adapted from <http://www.biography.com/articles/Mark-Zuckerberg-507402>*

*downloaded on July 25<sup>th</sup>, 2011*

Question: What is the purpose of the text?

**Activity 7**

Based on the previous text, decide whether the following statements are true or false. Click on the circles of the appropriate answers.

5. Zuckerberg was born in an uneducated family.  
☐ True ☐ False
6. Zuckerberg's father was a dentist.  
☐ True ☐ False
7. Zucknet was the name of Zuckerberg's brother.  
☐ True ☐ False
8. Zuckerberg graduated from his high school in 2002.  
☐ True ☐ False
9. "...his parents hired a private computer tutor to come to the house once a week."  
"his" in the last sentence of paragraph 2 refers to a private computer tutor.  
☐ True ☐ False
10. The text belongs to a recount text.  
☐ True ☐ False
11. The purpose of the text is to describe Zuckerberg's appearance.  
☐ True ☐ False
12. A recount text comprises three main parts. They are orientation, events, and re-orientation.  
☐ True ☐ False
13. The orientation paragraph introduces the participants.  
☐ True ☐ False
14. The re-orientation paragraph is an optional in a recount text.  
☐ True ☐ False

**Activity 8**

Change the bold words below into their past forms. Type your answers on the boxes given. Please type the words only.

1. He **names** his dog Dodo.

2. His mother **runs** a florist.

3. Mark **invents** a Facemash.

4. My father **allows** me to take the garbage out.

5. My friends **help** me to pick the boxes up.



**Activity 9**

Rearrange the jumbled sentences below. Drag the boxes up and down to make an appropriate sequence of text.

He was born on February 24, 1955.

His full name was Steven Paul Jobs.

He was the founder of Apple Computers with Stephen Wozniak.

One of the well-known people in technology is Steve Jobs.

Adapted from <http://www.biography.com/people/steve-jobs-9354805> retrieved on May 31<sup>st</sup>, 2012

## Descriptive Test

Choose the right answers by clicking the circles in front of a, b, c, or d.

*Read the following text to answer questions 1-5.*

Rani and her classmates are visiting the Gembira Loka zoo now. They watch the animal show in the zoo. They like Luna, an attractive female bear in the show. Luna is about eight years old. She has dark brown fur. Her eyes are big and sharp. She has a big stomach. It makes her funny. She understands well what the instructor says to her. But sometimes she does not want to do any commands from her instructor. It is not because she is lazy, but it means that Luna wants something to eat for anything she does. She sometimes goes to the audience to give a cheek kiss. Luna is so funny.

1. What is the best title for the text above?
  - ☐ a. At The Zoo
  - ☐ b. The Funny Luna
  - ☐ c. Bears in The Zoo
  - ☐ d. An Animal Show
2. What kind of text is it?
  - ☐ a. Narrative
  - ☐ b. Recount
  - ☐ c. Explanation
  - ☐ d. Descriptive
3. What is the purpose of the text?
  - ☐ a. to entertain the readers about Luna
  - ☐ b. to retell the writer's experience
  - ☐ c. to describe a particular person or thing
  - ☐ d. to amuse the readers about a specific thing
4. Who is Luna?
  - ☐ a. a male bear
  - ☐ b. a female bear
  - ☐ c. a baby bear
  - ☐ d. an instructor

5. Who are given a cheek kiss by Luna?

- ☐ a. Rani
- ☐ b. Rani's friends
- ☐ c. Rani and her friends
- ☐ d. the audience

*Complete the following text in answering questions 6-10.*

### **Taj Mahal**

Taj Mahal is regarded as one of the Seven Wonders of the World. It (6) ... by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal (7) ... a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river, Jamuna, behind it.

The Taj (8) ... on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each (9) ... stands on its own and perfectly integrates with the main structure. It (10) ... the principles of self-replicating geometry and symmetry of architectural elements.

*Adapted from Adapted from [www.understandingtext.blogspot.com](http://www.understandingtext.blogspot.com)  
downloaded on May 25<sup>th</sup>, 2011.*

6. ☐ a. builds  
☐ b. built  
☐ c. is built  
☐ d. was built

7. ☐ a. is  
☐ b. was  
☐ c. were  
☐ d. has been

8. ☐ a. stand  
☐ b. is standing  
☐ c. stands  
☐ d. stood

9. ☐ a. elements  
☐ b. element  
☐ c. some elements  
☐ d. an element

10. ☐ a. use  
☐ b. used  
☐ c. uses  
☐ d. using

*Read the following text to answer questions 11-16.*

Bali is situated between the island of Java and the island of Lombok. This island is widely regarded by visitors as the ultimate island. Bali is 145 km long and 80 km wide.

There are many places to visit in Bali. When people come to Bali's capital city, Denpasar, it is well worth to visit Bali National Museum. Most of the exhibits now have labels in English explaining their history, origin and significance. Visiting Pasar Badung is also recommended. It is known as the town's largest market. Visitors can buy unique handicrafts in reasonable prices.

Bali is known for its beaches. Kuta, Legian, and Jimbaran Beach are the most popular beaches in Bali. Kuta and Legian are paradise for surfers. Jimbaran Beach, on the other hand, is quiet and tranquil.

*Adapted from Practise Your English Competence*

11. Where is Bali located?
- ☐ a. between west Java and Lombok
  - ☐ b. between the island of Java and Lombok
  - ☐ c. between Denpasar and Bali National Museum
  - ☐ d. Between Bali National Museum and Pasar Badung
12. How long is Bali?
- ☐ a. 50 km
  - ☐ b. 80 km
  - ☐ c. 90 km
  - ☐ d. 145 km
13. What is the capital of Bali?
- ☐ a. Lombok
  - ☐ b. Jimbaran
  - ☐ c. Pasar Badung
  - ☐ d. Denpasar

14. What is the main idea of paragraph 2?
- ☐ a. the stunning beaches in Bali
  - ☐ b. Balinese's museums
  - ☐ c. places to visit in Denpasar
  - ☐ d. Pasar Badung
15. "Jimbaran Beach, on the other hand, is quiet and tranquil." (last paragraph)  
The synonym of "tranquil" is ... .
- ☐ a. full of people
  - ☐ b. full of activities
  - ☐ c. busy and crowded
  - ☐ d. calm and peaceful

*Read the following text to answer questions 16 – 20.*

Mr. Rudi is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold.

He always washes his hands in an enamel basin in the corner of the room. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us.

He really terrifies me.

*Adapted from Practise Your English Competence*

16. What is the purpose of the text?
- ☐ a. to terrify the readers
  - ☐ b. to describe the writer's headmaster
  - ☐ c. to promote the writer's headmaster career
  - ☐ d. to inform the readers about a terrifying school

17. “They are sharp, hard, and cold.” (paragraph 1)  
“They” refers to ... .
- ☐ a. Mr. Rudi’s eyes
  - ☐ b. Mr. Rudi’s hands
  - ☐ c. Mr. Rudi’s parents
  - ☐ d. Mr. Rudi’s students
18. “He rubs them briskly ... “ (paragraph 2)  
“Briskly” has similar meaning with ... .
- ☐ a. slowly
  - ☐ b. harshly
  - ☐ c. quickly
  - ☐ d. quietly
19. Where does Mr. Rudi usually wash his hands?
- ☐ a. in the school restroom
  - ☐ b. in front of the school
  - ☐ c. in one of the school bathroom
  - ☐ d. in a basin in the corner of the room
20. “He rubs them briskly without losing the effect of deliberation ... “ (paragraph 2)  
What does “them” refer to?
- ☐ a. hands
  - ☐ b. smiles
  - ☐ c. faces
  - ☐ d. hair
21. These books are mine and those books are ... .
- ☐ a. your
  - ☐ b. you are
  - ☐ c. you were
  - ☐ d. yours
22. Ron and Janet are Bob’s parents. Bob’s ... son.
- ☐ a. their
  - ☐ b. our
  - ☐ c. your
  - ☐ d. his

23. He never ... up early.
- ☐ a. get
  - ☐ b. gets
  - ☐ c. has got
  - ☐ d. getting
24. Valentine's Day is ... February 14<sup>th</sup>.
- ☐ a. in
  - ☐ b. on
  - ☐ c. at
  - ☐ d. when
25. June is the ... month.
- ☐ a. six
  - ☐ b. sixth
  - ☐ c. sixteen
  - ☐ d. sixty

*Read the following text to answer questions 26-30.*

Papua is the largest province of Indonesia. It lies south of the equator and it is known as a naturalist's paradise.

Papua is predominantly mountainous. The Maoke Mountains run from west to east and contain the province's highest peak, Puncak Jaya, which is also the highest peak in Indonesia. The beauty of Puncak Jaya has amazed lots of climbers. Once in a while it shows them all of its beauty, only to be covered in the veil of mist a minute later.

Papua is also known for its amazing forest fauna. Animals live in this province includes many species of marsupials such as tree-kangaroos, wallabies, possums, and cuscuses. Papua is especially noted for its flying fauna.

Indeed, Papua is a province of outstanding natural beauty.

*Adapted from Practise Your English Competence*

26. What is the highest peak of Papua?
- ☐ a. the Maoke Mountains
  - ☐ b. Puncak Jaya
  - ☐ c. Puncak
  - ☐ d. Papua

27. How many kinds of marsupials are mentioned in the text?
- ☐ a. two
  - ☐ b. four
  - ☐ c. six
  - ☐ d. eight
28. “Papua is predominantly mountainous.” (paragraph 2)  
The antonym of “predominantly” is ... .
- ☐ a. partially
  - ☐ b. mainly
  - ☐ c. primarily
  - ☐ d. largely
29. From the text we know that ... .
- ☐ a. Papua is the largest island of Indonesia
  - ☐ b. Papua is not known for its amazing forest fauna
  - ☐ c. Puncak Jaya is amazing
  - ☐ d. Species of marsupials do not live in Papua
30. The purpose of the text is ... .
- ☐ a. to entertain the readers about Papua
  - ☐ b. to explain the readers what Papua is like
  - ☐ c. to retell the readers about Papua
  - ☐ d. to describe Papua



## Recount Test

Choose the right answers by clicking the circles in front of a, b, c, or d.

*Read the following text to answer questions 1-5.*

My father died five years ago when I was 3 years old. He left my mother and me, their only boy. Last year my mother married Mr. Daud. He was a widower and he got two children, Andi and Siska. Mr Daud now becomes my step father. Andi and Siska become my step brother and step sister. Both of them are older than me. We live happily in my step father's house. Now, we are waiting for the birth of my mother's baby.

1. What is the purpose of the text?
  - ☐ a. To describe a particular person or thing.
  - ☐ b. To retell the readers about writer's past event.
  - ☐ c. To entertain the readers about past events.
  - ☐ d. To explain the reader the writer's experience.
2. Which sentence belongs to re-orientation?
  - ☐ a. My father died five years ago when I was 3 years old.
  - ☐ b. He was a widower and he got two children, Andi and Siska.
  - ☐ c. Mr Daud now becomes my step father.
  - ☐ d. We live happily in my step father's house.
3. How many children did Mr. Daud have before he married the writer's mother?
  - ☐ a. none
  - ☐ b. one
  - ☐ c. two
  - ☐ d. three
4. What is the relationship between the writer, Andi and Siska?
  - ☐ a. Andi and Siska are the writer's cousins.
  - ☐ b. The writer is Andi and Siska's step brother.
  - ☐ c. Andi and Siska are the writer's brother and sister.
  - ☐ d. The writer is Andi and Siska's children.

5. “He was a widower, ... . “ (line 2)

What does “he” refer to?

- ☐ a. The writer’s father
- ☐ b. The only boy
- ☐ c. The writer
- ☐ d. Mr. Daud

6. Ali and Ani had a vacation. They went to Prapat. They wanted to visit Hadi’s family. Mr. Anwar, Ali and Ani went together. They went there by bus. They left Medan at six o’clock in the morning and arrived in Prapat at nine. Edi and Tati were waiting for them at the bus station.

What is the main idea of the paragraph above?

- ☐ a. Ali and Ani’s vacation
- ☐ b. The Hadi family wanted to visit Prapat.
- ☐ c. The Anwar family went to Prapat to visit the Hadi’s.
- ☐ d. Edi and Tati were waiting for them at the bus station.

*Read the following text to answer questions 7-11.*

Susi Susanti was born in Tasikmalaya in 1972. When she was a child, her father often took her to the badminton court, which he owned. At first, she only played around the court running and collecting shuttlecocks. Later on her father asked Susi if she wanted to play badminton properly.

7. Where was Susi born? She was born in ... .

- ☐ a. Bandung
- ☐ b. Tasikmalaya
- ☐ c. Sumedang
- ☐ d. Indramayu

8. Who ask Susi Susanti to play Badminton?

- ☐ a. Her mother
- ☐ b. Her brother
- ☐ c. Her father
- ☐ d. Her sister

9. “When she was a child, her father often took her to the badminton court, which he owned.” (line 2)  
What does “he” refer to?
- ☐ a. Susi Susanti
  - ☐ b. Susi’s friend
  - ☐ c. Susi’s father
  - ☐ d. Susi’s father’s friend
10. Who owned the court?
- ☐ a. Susi Susanti
  - ☐ b. Susi’s friend
  - ☐ c. Susi’s father
  - ☐ d. Susi’s father’s friend
11. What kind of text is it?
- ☐ a. Narrative
  - ☐ b. Descriptive
  - ☐ c. Spoof
  - ☐ d. Recount
12. Yayuk Basuki is an Indonesia Olympic Badminton ... .
- ☐ a. winner
  - ☐ b. supporter
  - ☐ c. presenter
  - ☐ d. reporter
13. Rudy ... some books in Gramedia yesterday.
- ☐ a. buys
  - ☐ b. is buying
  - ☐ c. has bought
  - ☐ d. bought

*Read the following text to answer questions 14-18.*

My brother and I went to a big football match last week. We saw PSS Sleman and Persiba Bantul in Maguwoharjo Stadium. PSS Sleman wore green shirts and green shorts, while Persiba Bantul wore red shirts and red shorts.

PSS Sleman played beautifully. They attacked along the match. They ran and passed the ball to others quickly. It was a great match. Just five minutes before the one half period ended, PSS Sleman scored their first goal. I was so happy because it was my favorite football team. However, it did not last long. On the second half, Persib Bantul scored their first goal. The score was draw until the match ended.

14. What is the best title of the text?
  - ☐ a. A Football Match
  - ☐ b. My Experience
  - ☐ c. The Glory of PSS Sleman
  - ☐ d. My Favorite Football team
  
15. When did the writer and his brother go to the football match?
  - ☐ a. last time
  - ☐ b. yesterday
  - ☐ c. last month
  - ☐ d. a week ago
  
16. How did the PSS Sleman players play the game?
  - ☐ a. quickly
  - ☐ b. slowly
  - ☐ c. seriously
  - ☐ d. carefully
  
17. What is the main idea of the first paragraph?
  - ☐ a. PSS Sleman played against Persib Bantul.
  - ☐ b. PSS Sleman won the game.
  - ☐ c. Persib Bantul won the game.
  - ☐ d. The score was draw on this game.
  
18. Who did idolize the PSS Sleman?
  - ☐ a. The writer and his brother
  - ☐ b. The writer
  - ☐ c. The writer's brother
  - ☐ d. The writer's friends
  
19. She ... three kittens when she ... living in Yogyakarta.

- ☐ a. have, is
- ☐ b. is having, is
- ☐ c. had, was
- ☐ d. has had, has been

*Read the text below to answer the questions 20-25*

### **In The Hospital**

I was in the hospital last week. The doctor told me that I had to have an operation. I had to stay in the hospital for a week.

The room in which I stayed was near by the garden, so I could see flowers outside from the windows. But I did not like the food there. It was tasteless.

The doctor told me that I had to have a special diet. I must not eat any spicy food in the future.

20. Why did the writer stay in the hospital? Because the writer ... .

- ☐ a. was ill
- ☐ b. was asked to do so
- ☐ c. had to have an operation
- ☐ d. liked it

21. From the first paragraph we know that the writer ... .

- ☐ a. didn't need the hospital
- ☐ b. had an operation
- ☐ c. didn't have to stay in the hospital
- ☐ d. had the hospital

22. Based on the second paragraph, the correct information is ... .

- ☐ a. the room had a lot of windows
- ☐ b. the doctors liked to work there
- ☐ c. the hospital was dirty
- ☐ d. the food was not delicious

23. What information can you get from the third paragraph?

- ☐ a. the food was spicy
- ☐ b. the doctors were on diet
- ☐ c. the writer was not allowed to eat spicy food
- ☐

d. the writer did not like spicy food

24. “The doctor told me that I had to have an operation.”

The word which has the closest meaning with the word “operation” is ... .

- ☐ a. surgery
- ☐ b. demonstration
- ☐ c. exploitation
- ☐ d. hospitality

25. “I must not eat any spicy food in the future.” (last paragraph)

The word which has the similar meaning with the word “spicy” is ... .

- ☐ a. sour
- ☐ b. tasteless
- ☐ c. sweet
- ☐ d. hot

*Read the following text to answer the questions 26-30.*

Rachman went to a tailor to have his shirt and trousers made last Sunday. The tailor measured his hip and waist and also the length of the trousers. He also measured his chest.

The tailor cut the cloth according to Rachman’s measurement. Then he sewed the clothes on his sewing machine. He sewed the zipper on the trousers. The tailor’s wife fixed the buttons. The clothes were ready in five days. Rachman tried them on. They fit him well.

26. Rachman went to a tailor because he wanted to ... .

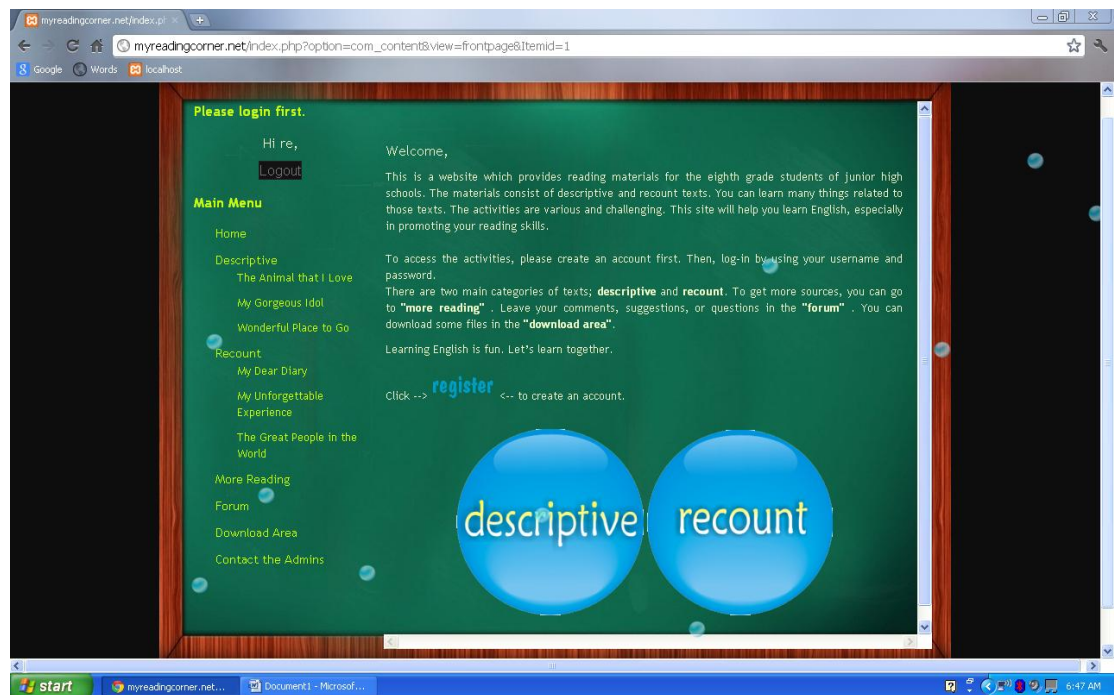
- ☐ a. measure his chest
- ☐ b. cut the clothes
- ☐ c. sew his clothes
- ☐ d. get his clothes made

27. The tailor's wife fixed the buttons. The word "fixed" means ... .
- ☐ a. attached to
  - ☐ b. released from
  - ☐ c. put into
  - ☐ d. come to
28. Based on the first paragraph, the clothes were ready on ... .
- ☐ a. Wednesday
  - ☐ b. Thursday
  - ☐ c. Friday
  - ☐ d. Saturday
29. He sewed the clothes on his sewing machine.  
The word "his" refers to ... .
- ☐ a. the wife
  - ☐ b. the clothes
  - ☐ c. Rachman
  - ☐ d. the tailor
30. "They fit him well." Based on the text, what does the underlined word mean?
- ☐ a. in a healthy condition
  - ☐ b. in good condition to do something
  - ☐ c. to put in place
  - ☐ d. to be the right size or shape

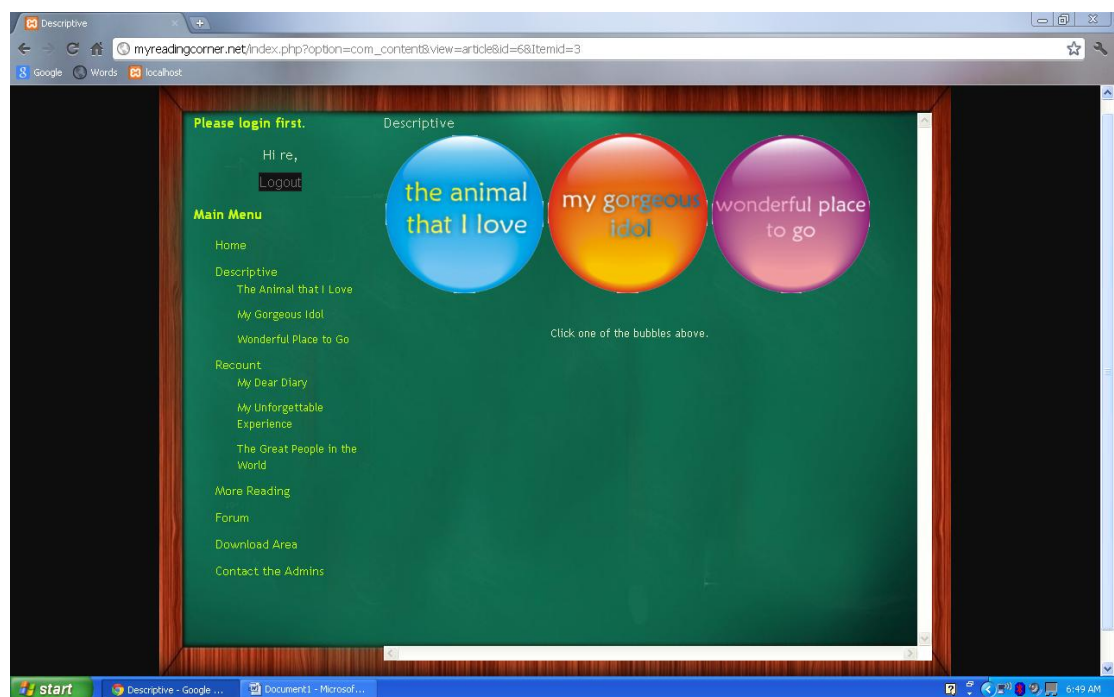
# APPENDIX C



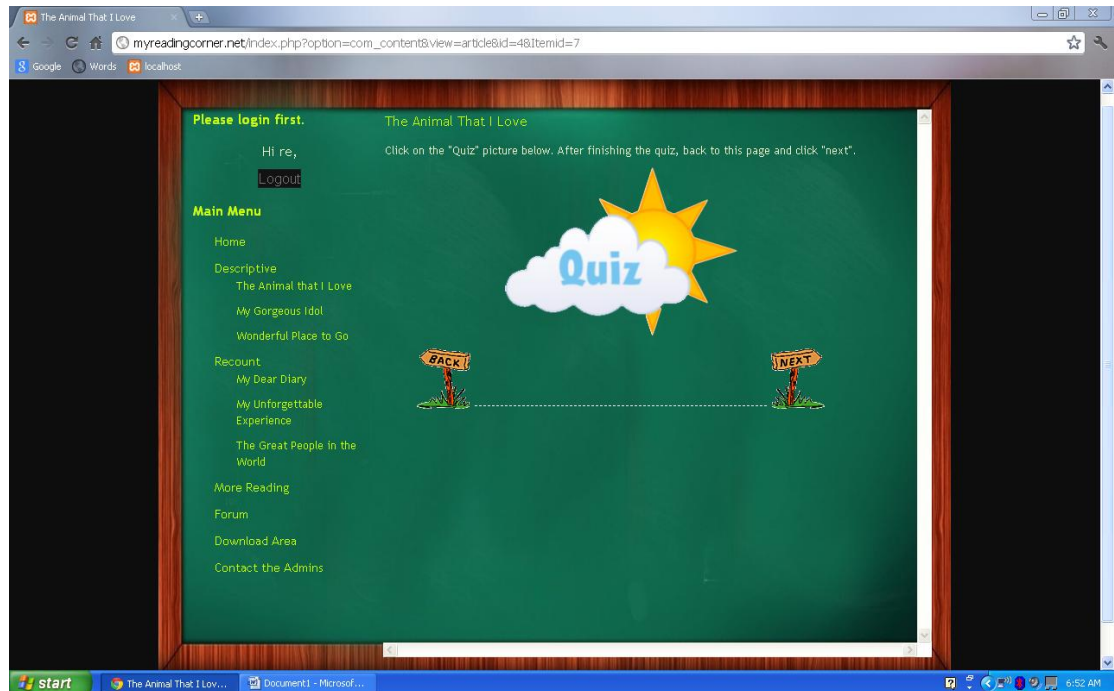
## Home



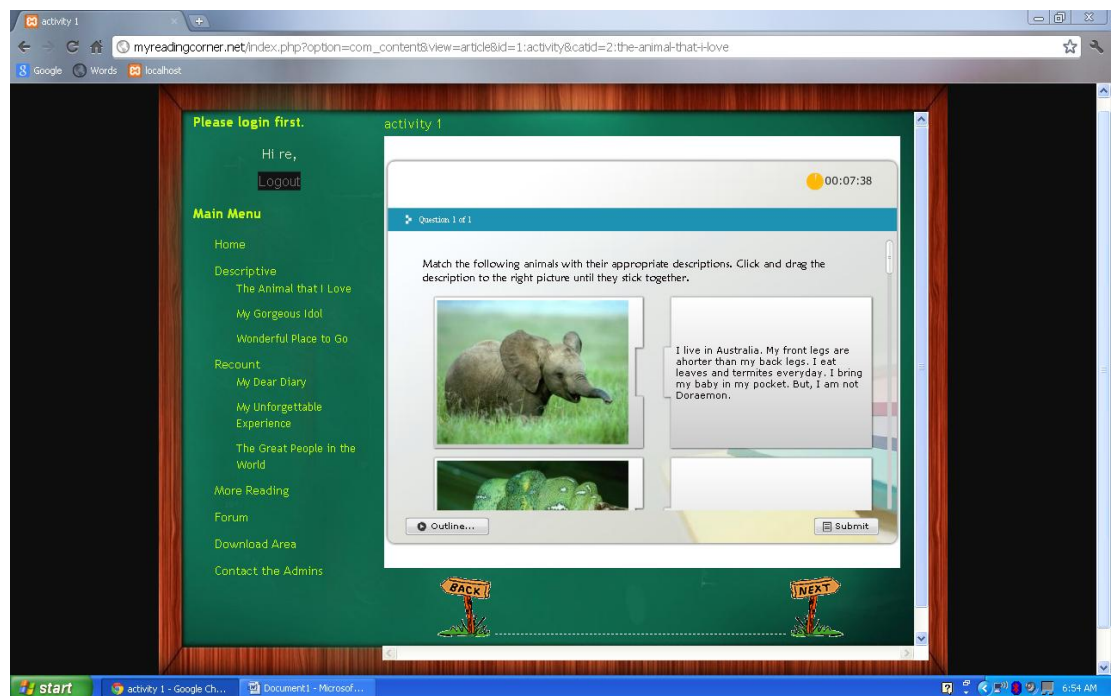
## Descriptive



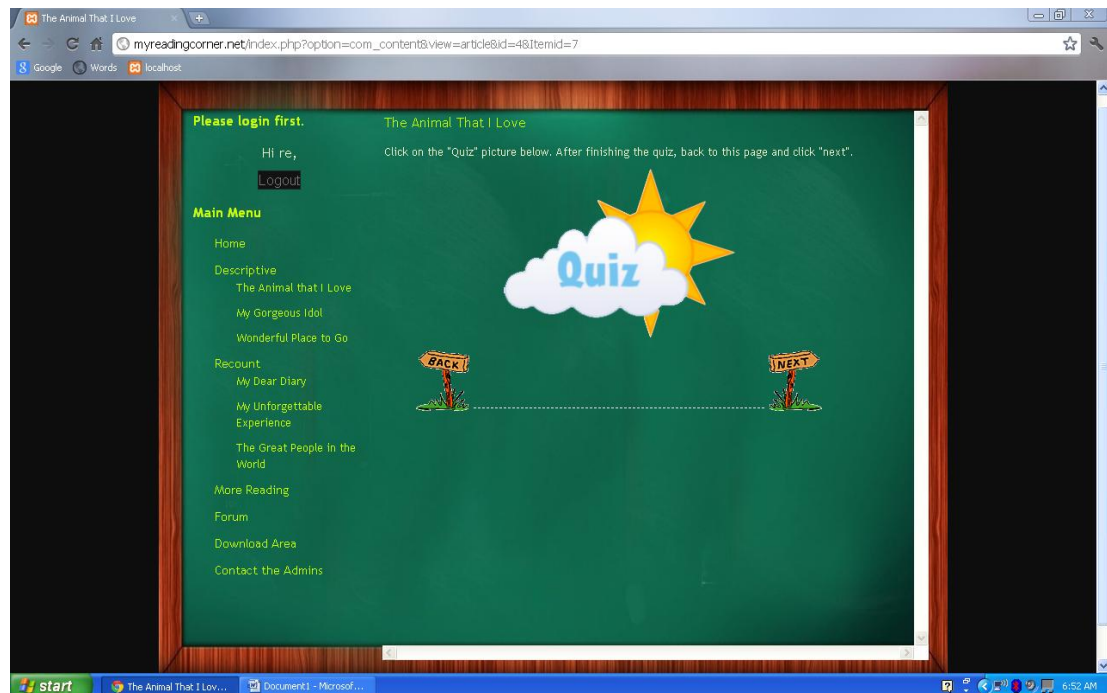
## The Animal That I Love



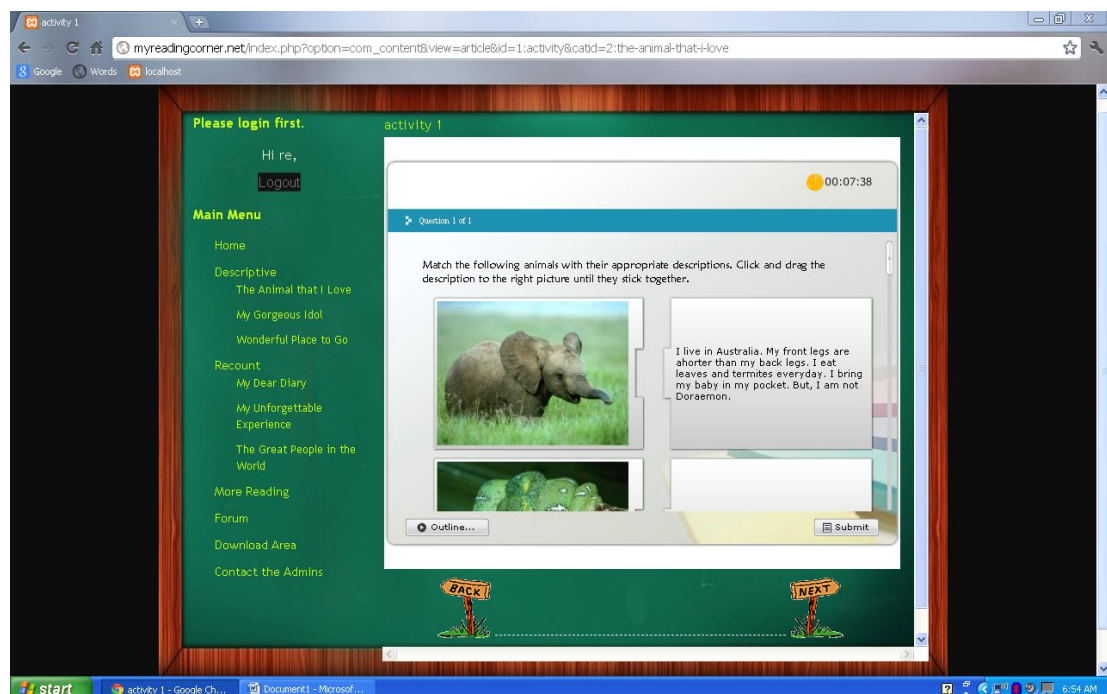
## Activity 1



## Activity 2



## Activity 3





## Activity 4



Activity 2

Please login first.

Hi re,  
Logout

**Main Menu**

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- More Reading
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- Contact the Admins

Activity 2

Read aloud the following text. Pay attention to your pronunciation and intonation.

What am I?

I inhabit a small area in south-western Western Australia. My species was quite widespread in Australia before European settlement but now we are endangered. I prefer areas of open woodland. I forage for my food in the mornings and afternoons. At night I sleep in hollow logs or under fallen timber. My body is about 25 centimeters long. My tail is nearly as long as my body. I am covered in a reddish-brown coat with white stripes. My front legs are shorter than my back legs and I have small claws. My ears are short but my snout is long I have a very long, sticky tongue for eating termites I can eat over 10,000 termites in one day. I am a marsupial mammal. What animal am I?

Adapted from [www.understandingtext.blogspot.com](http://www.understandingtext.blogspot.com)  
Downloaded on May, 25th 2011 at 7 p.m.  
picture source: [http://i11.bp.blogspot.com/\\_Ninsmy8A1TD/Finpc290U/AAAAAAAAACs/TE00NFGEdRw/151600/question-mark.jpg](http://i11.bp.blogspot.com/_Ninsmy8A1TD/Finpc290U/AAAAAAAAACs/TE00NFGEdRw/151600/question-mark.jpg)

Have you read the text? Can you guess, what animal is it? Type your answer by clicking "comment box" first.

BACK NEXT

Add comment

JComments

## Activity 5



activity 3

Please login first.

Hi re,  
Logout

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activity 3

Study the following explanation.

**What is a descriptive text?**

**What is the purpose of a descriptive text?**

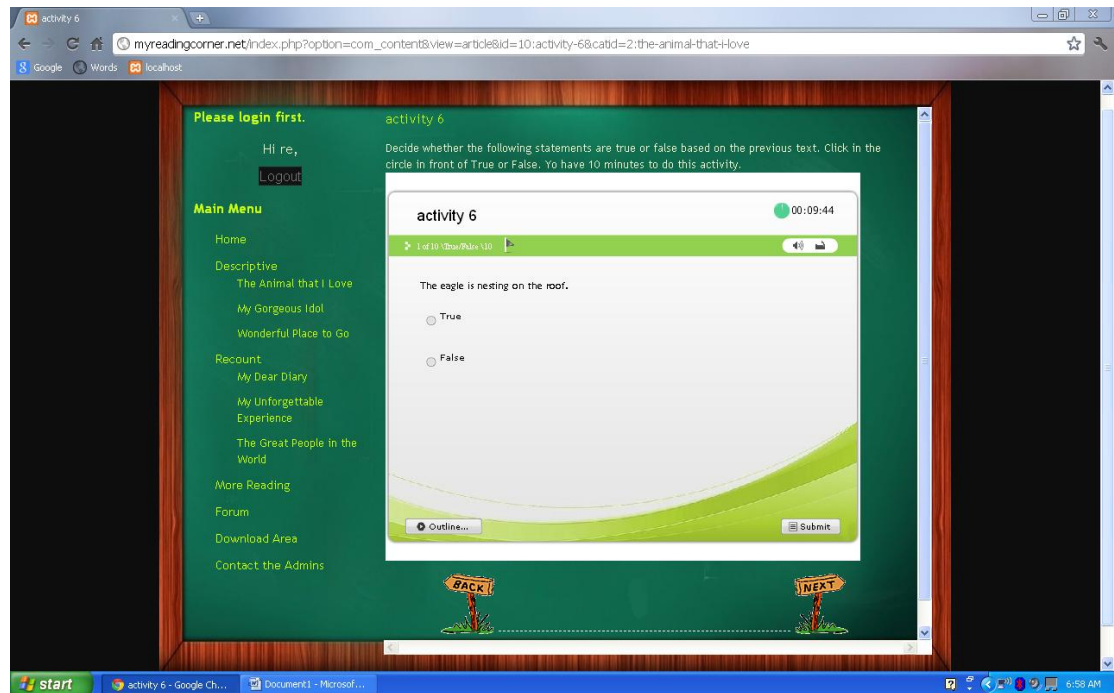
A descriptive text is a text which describes a particular person, place, or thing.  
The purpose of a descriptive text is to describe a particular person, place, or thing.

The generic structure of a descriptive text consists of:

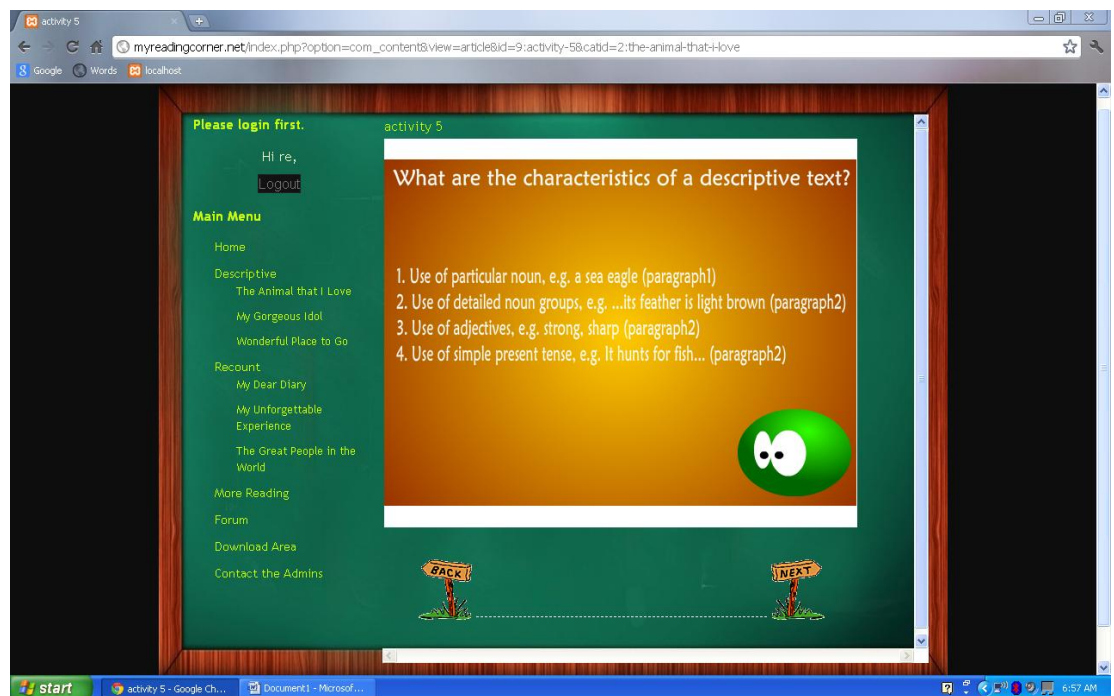
1. Identification: identifies phenomenon to be described
2. Description: describes parts, qualities, characteristics.

BACK NEXT

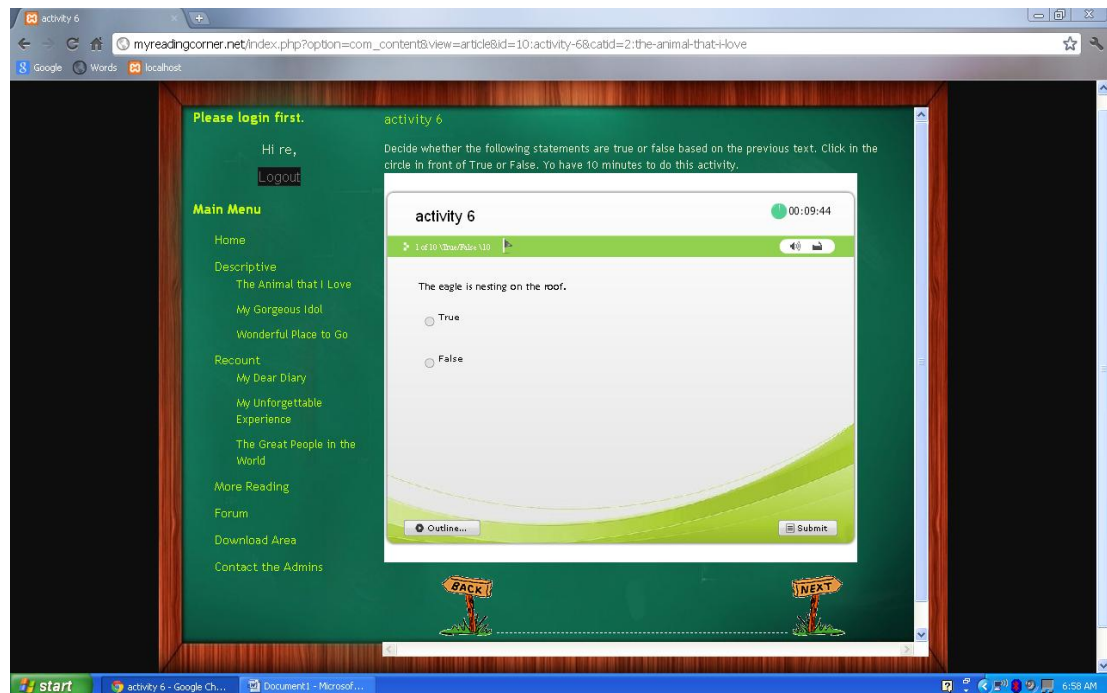
## Activity 6



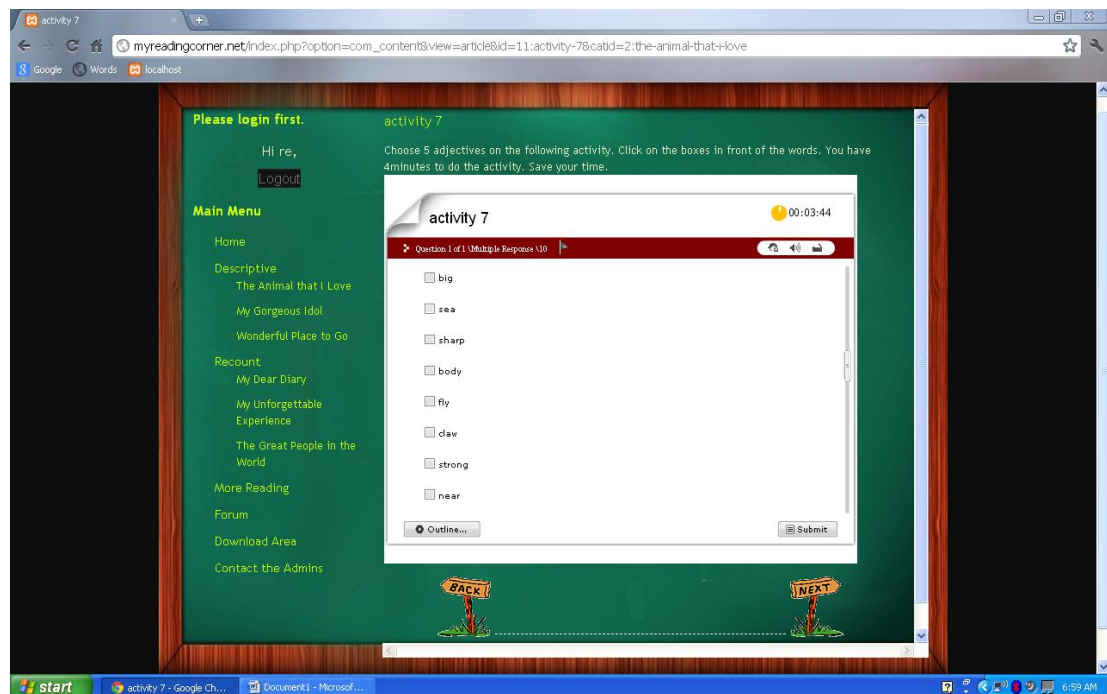
## Activity 7



## Activity 8

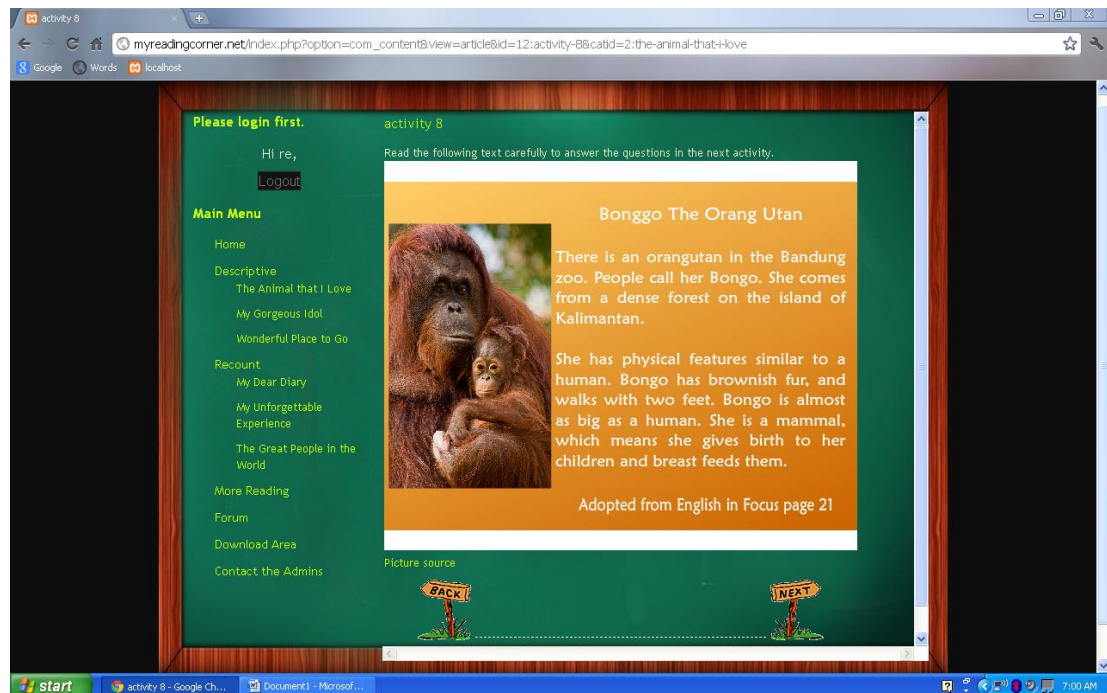


## Activity 9

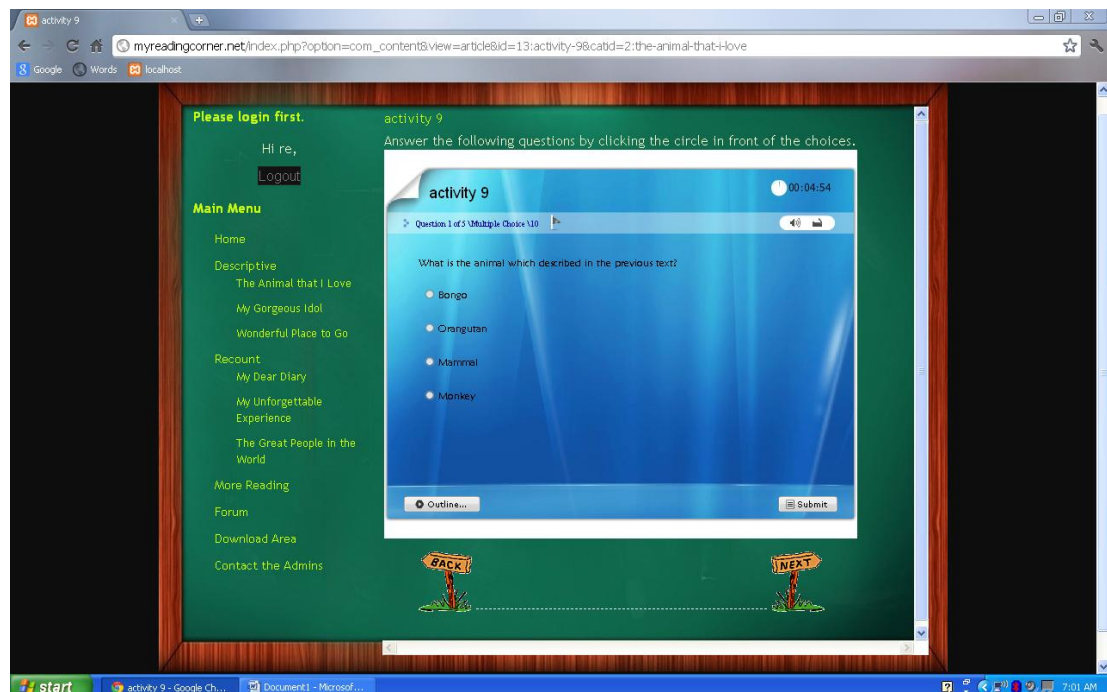




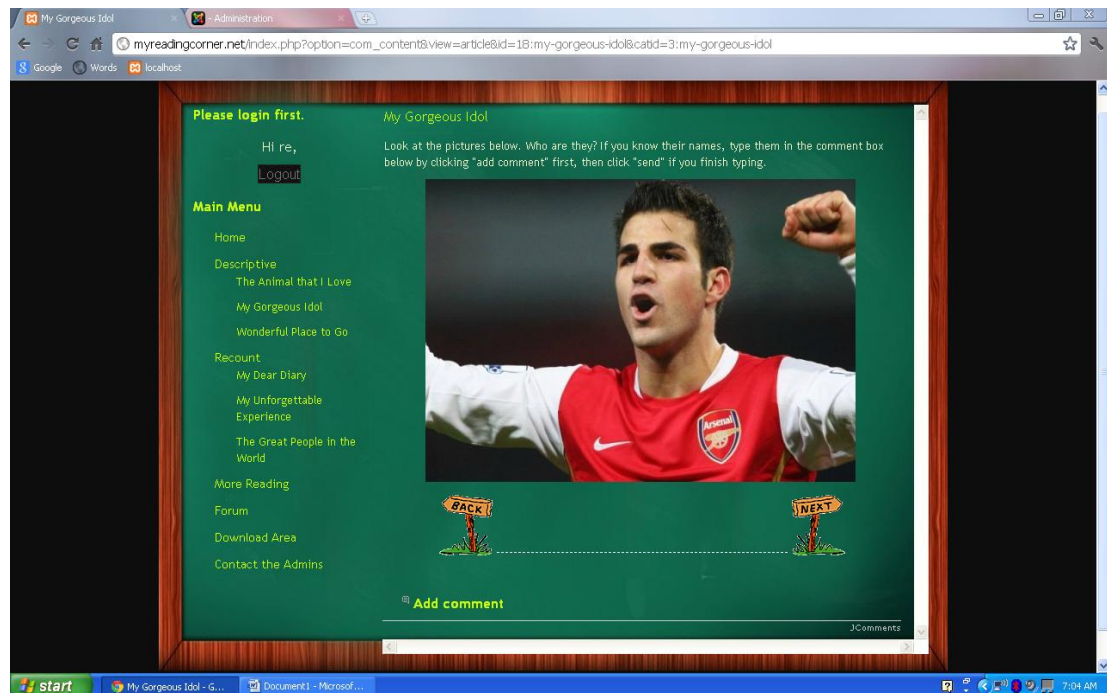
## Reflection



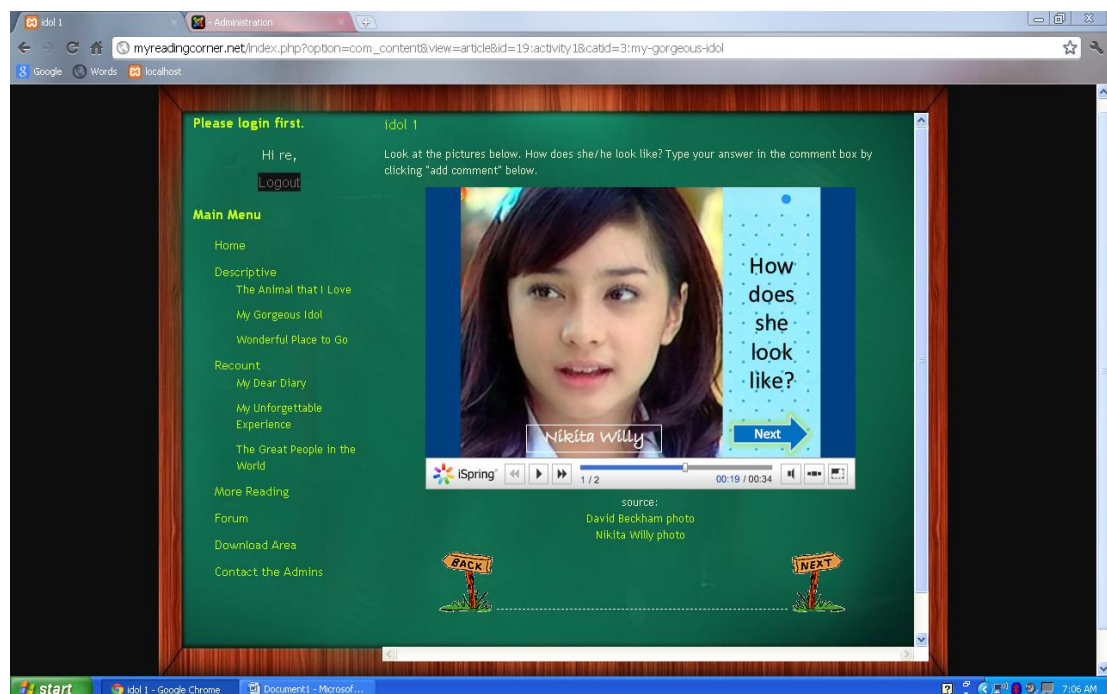
## My Gorgeous Idol



## Activity 1



## Activity 2





### Activity 3

The screenshot shows a web browser window with the URL `myreadingcorner.net/index.php?option=com_content&view=article&id=20:activity28&catid=3:my-gorgeous-idol`. The page is titled "idol 2" and contains a "Please login first." message with a "Logout" button. A "Main Menu" is visible on the left, listing various content categories. The main content area displays a multiple-choice question titled "activity.2" with a timer of 00:01:52. The question is "Barrack Obama has ... skin." with three options: "black", "dark", and "light". Below the question is a "Submit" button and a "BACK" button.

### Activity 4

The screenshot shows a web browser window with the URL `myreadingcorner.net/index.php?option=com_content&view=article&id=21:activity38&catid=3:my-gorgeous-idol`. The page is titled "idol 3" and contains a "Please login first." message with a "Logout" button. A "Main Menu" is visible on the left, listing various content categories. The main content area displays a reading passage titled "idol 3" with the instruction "Read the following text using a good pronunciation and intonation." The passage discusses David Beckham's career and his move to America. Below the passage is a "Submit" button and a "BACK" button.

## Activity 5

**Please login first.**

Hi re,  
[Logout](#)

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- More Reading
- Forum
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- Contact the Admins

**idol 4**  
Study the following explanation.

**What is a descriptive text?**

click here

Spring

1 / 2

00:28 / 00:29

[BACK](#) [NEXT](#)

## Activity 6

**Please login first.**

Hi re,  
[Logout](#)

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**idol 5**  
Based on the previous explanation, match the left boxes with the right boxes according to their appropriate structure.  
Click and drag the boxes until they stick together.

00:07:43

Question: 1 of 1

Justin Bieber is a Canadian pop-R&B singer. He was born on March 1, 1994 in London, and was raised in Stratford, Ontario, Canada. Justin Bieber's mother is Pattie Mallette. Mallette raises Justin Bieber as a single mother in low-income housing. However, Justin Bieber maintains contact with his father, Jeremy Bieber, who married another woman and had two children.

event

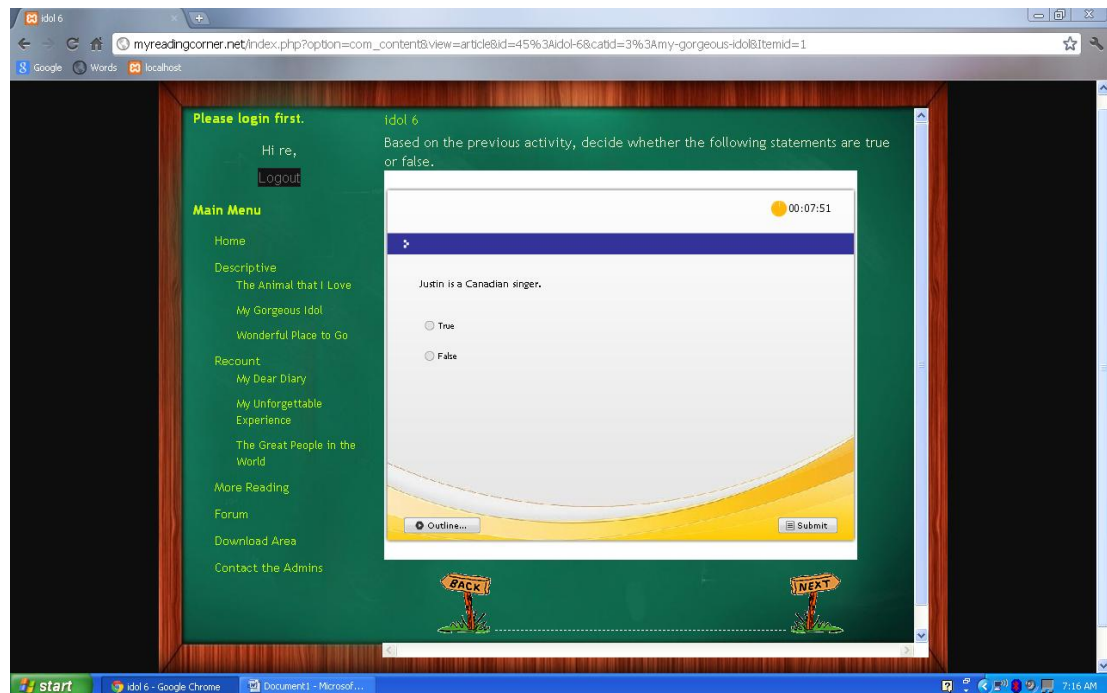
orientation

Outline...

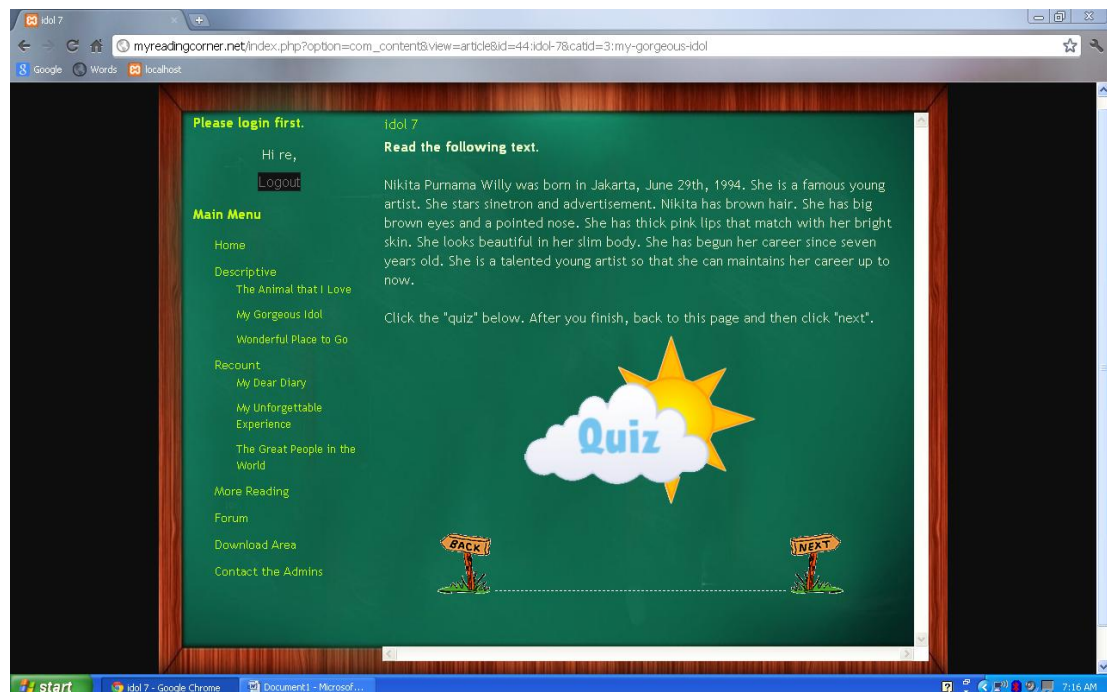
Submit

[BACK](#) [NEXT](#)

## Activity 7

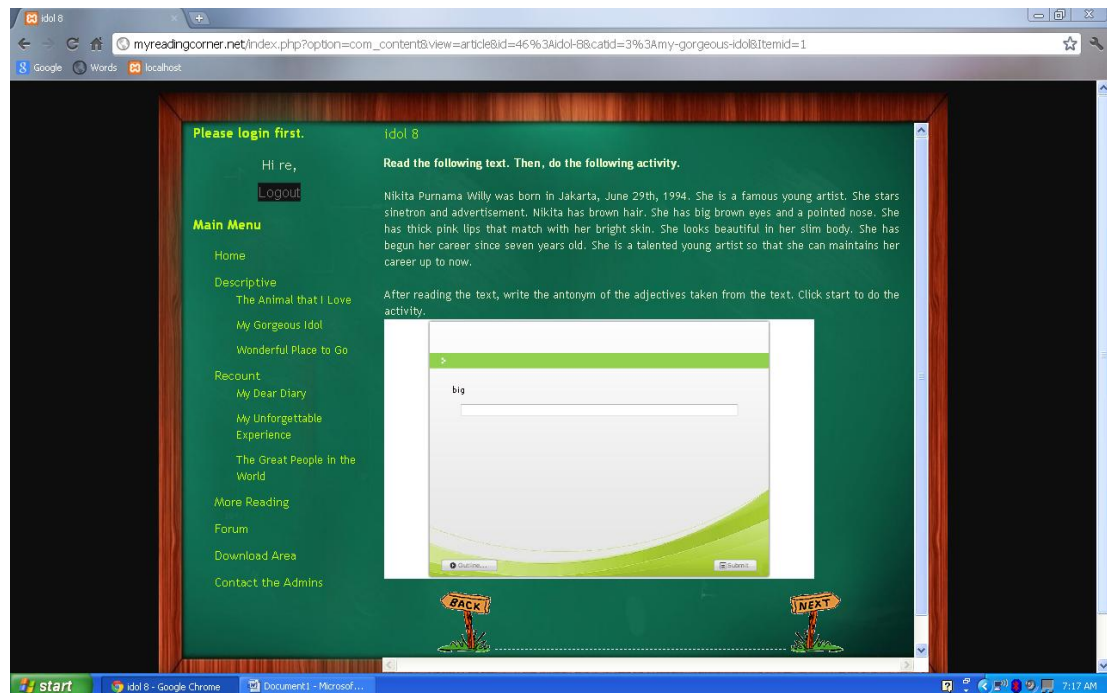


## Activity 8

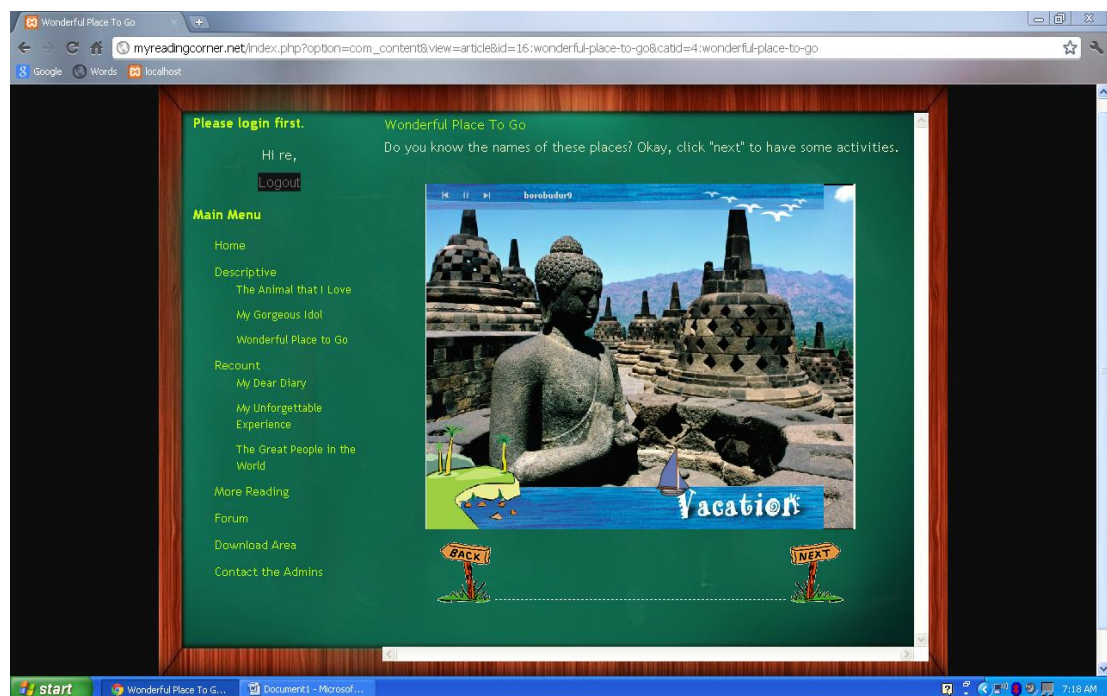




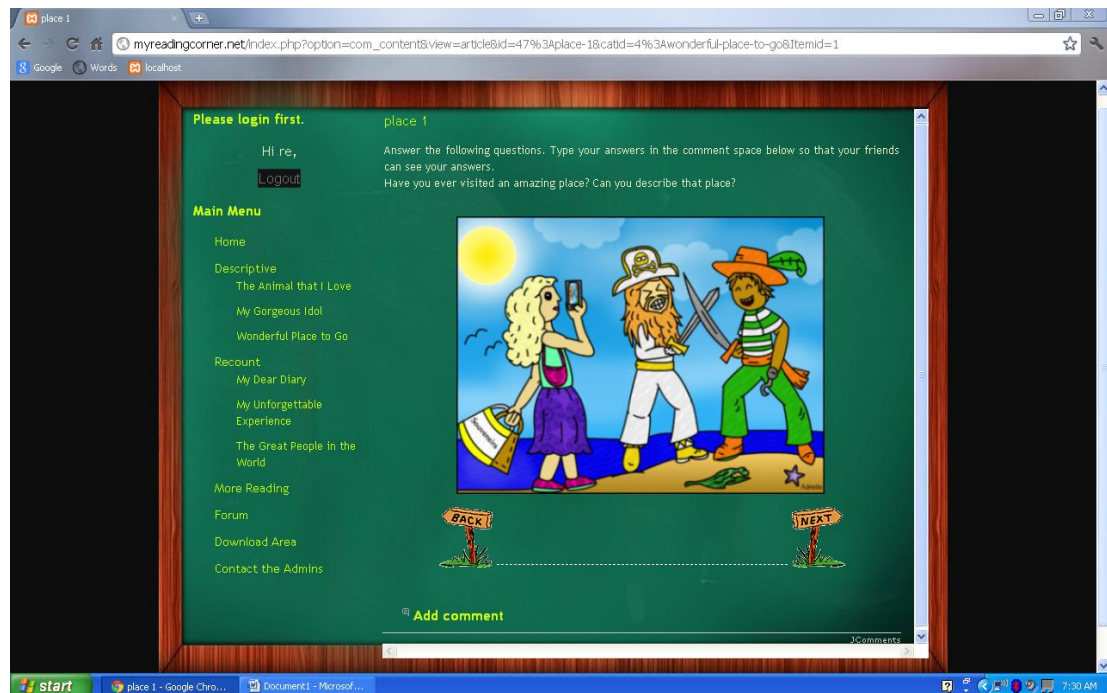
## Reflection



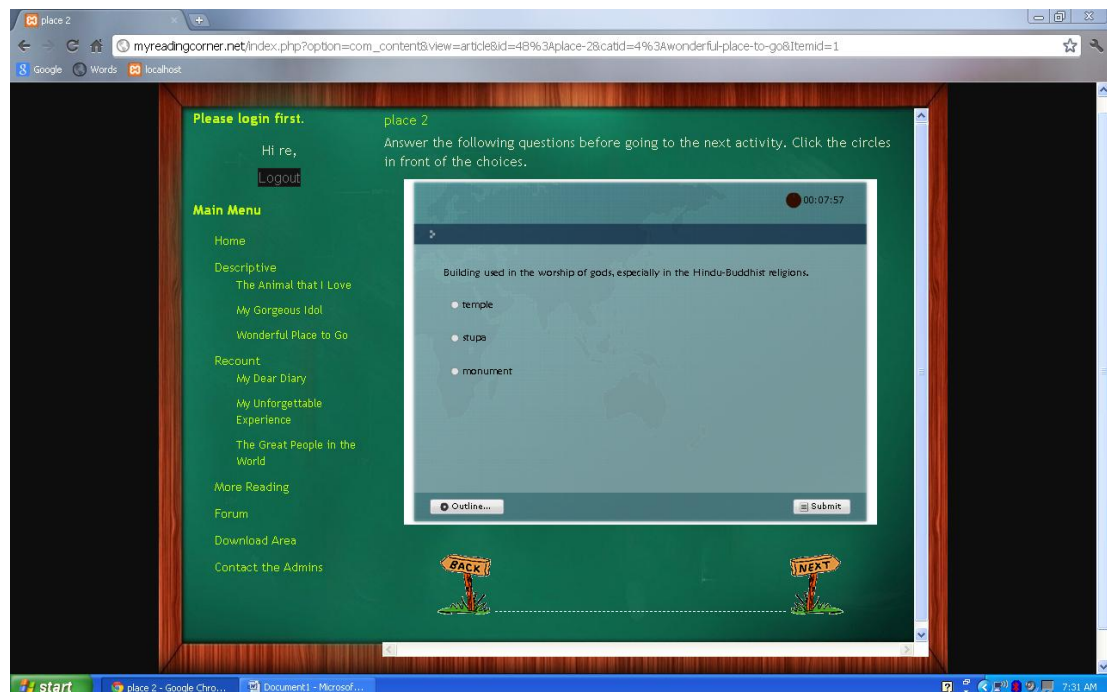
## Wonderful Places To Go



## Activity 1



## Activity 2



### Activity 3

place 3

Please login first.

Hi re,  
Logout

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- Contact the Admins

Read aloud the following text. Pay attention to your intonation and pronunciation.

#### Borobudur Temple

Borobudur is a Hindu - Buddhist temple. Borobudur is located in **Magelang**, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consisted of eight terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture. The upper three are circular.

The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passages and stairways. The design of Borobudur symbolizes the temple structures at Angkor, Cambodia.

Borobudur temple is a valuable treasure for Indonesian people.

Now, click the play button below to listen the text. Reread the text again.

### Activity 4

place 4

Please login first.

Hi re,  
Logout

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- Download Area
- Contact the Admins

Study the following explanation.

#### What is a descriptive text?

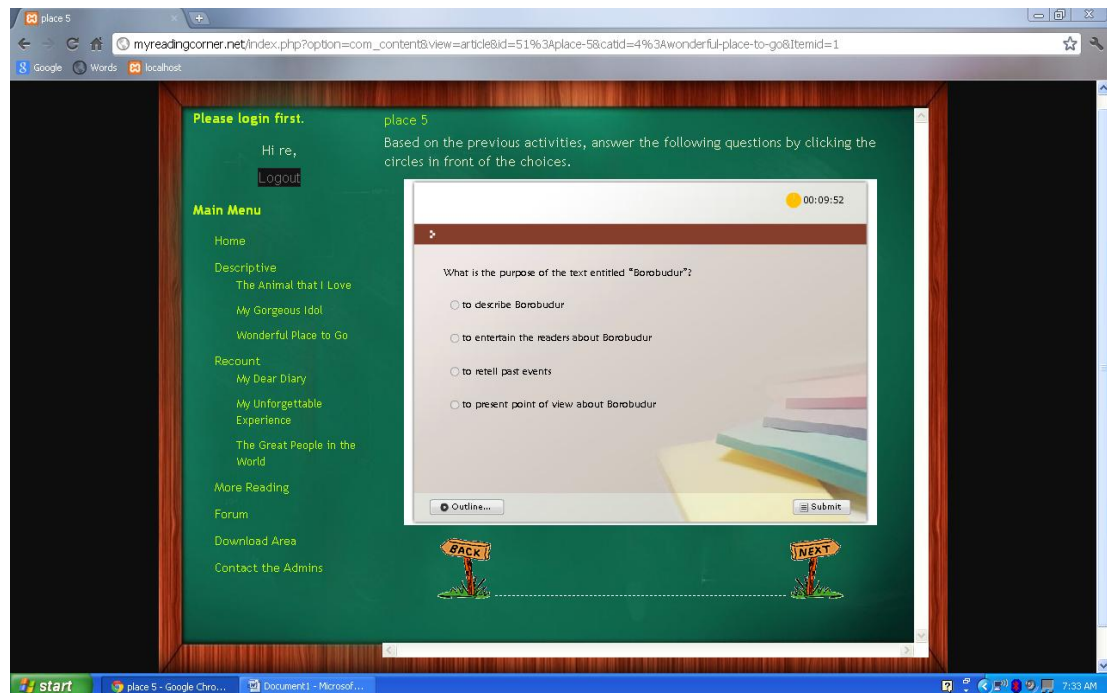
click here

00:17 / 00:29

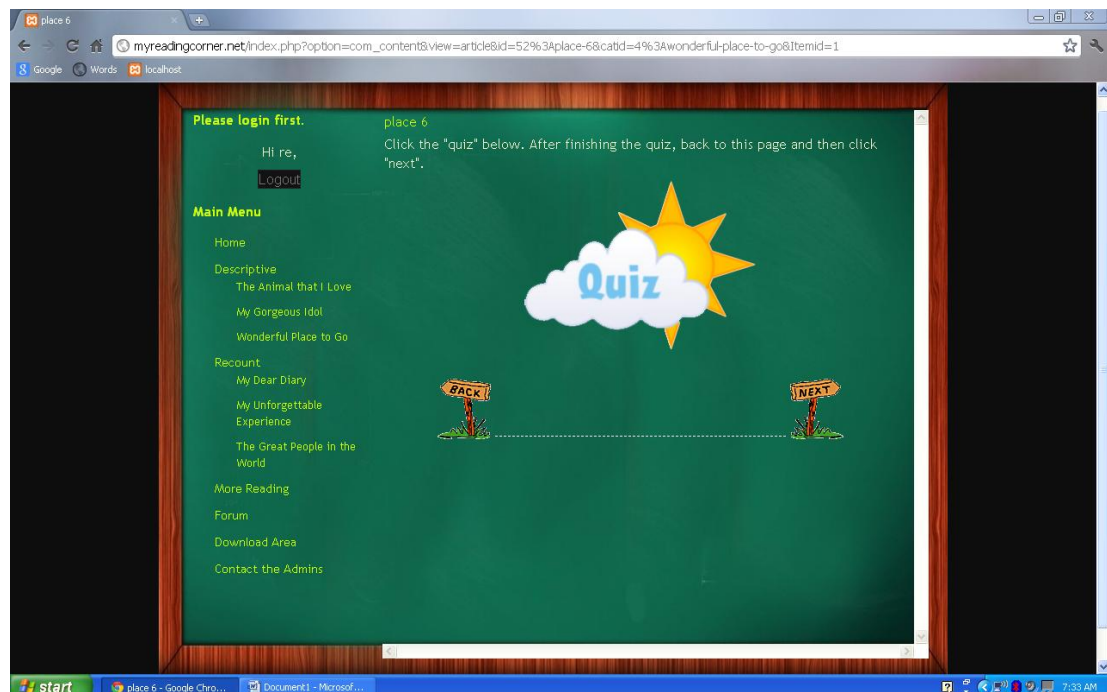
BACK NEXT



## Activity 5



## Activity 6



Complete the missing words within the text. Click the right answers which are provided below.

**Question #1 (1 point)**

Bunaken National Marine Park

Bunaken National Marine Park was formally established in 1991. The park 1..... a total surface area of 89,065 hectares, 97% of which is overlain by sparkling clear, warm tropical water. The remaining 3% of the park is terrestrial, including the five islands of Bunaken, Manado Tua, Mentehage, Nain, and Siladen. The depths of Bunaken National Marine Park 2..... extremely deep (1566m in Manado Bay), clear (up to 35-40m visibility), and fresh (27-29oC). It 3..... some highest levels of biodiversity in the world. For example, 7 of the 8 species of giant clams that occur in the world, occur in Bunaken. All visitors to the Bunaken National Park 4..... required to pay an entrance fee. The entrance fee for foreign visitors 5..... Rp 50.000 per daily ticket.

Adapted from <http://www.sulawesi-info.com/bunaken.php>

☐ cover  
☐ covers  
☐ covered  
☐ is covering

**Question #2 (1 point)**

☐ are  
☐ am  
☐ is  
☐ were

**Question #3 (1 point)**

☐ harbors  
☐ has harbored  
☐ harbor  
☐ harboring

## Activity 7

Please login first.

Hi re,  
[Logout](#)

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- Download Area
- Contact the Admins

place 7  
 Click "start" to do activity.

00:07:39

Rearrange the jumbled paragraphs below into a good descriptive text. Click and drag the boxes to the appropriate positions.

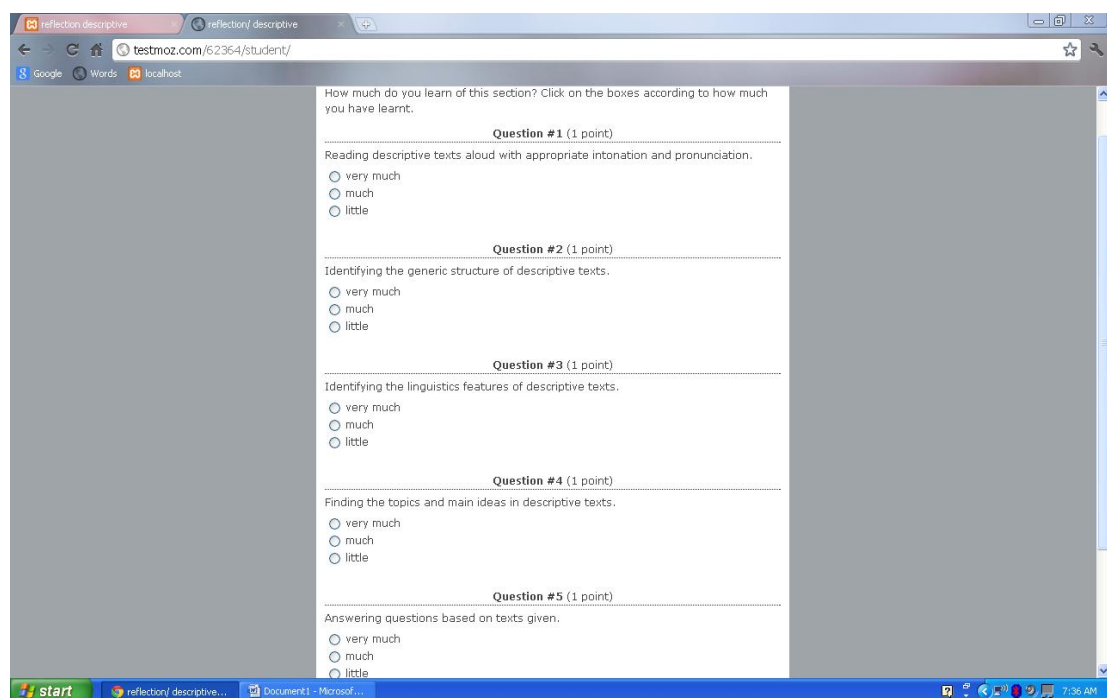
- Besides, the beach offers an easy accommodation. Transportation, hotels, and the other public service are easy to access.
- Visitors can enjoy the last minutes of the sun rises in the east or sets in west. However, they have to prepare many coins because they will often be disturbed by street musicians who ask some money.
- Loani Beach is located in Makassar. Visitors can enjoy both sunrise and sunset clearly.
- The beach offers its amazing scene with a good view of sunrise and sunset. It is so beautiful, clean, and fresh. It makes Loani beach different from the

[Outline...](#) [Submit](#)

[BACK](#) [NEXT](#)



## Reflection



## Glossary

reflection descriptive Glossary - Descriptive

myreadingcorner.net/index.php?option=com\_content&view=article&id=76:glossary-&catid=8:intro

Google Words localhost

Please login first.

Hi re,  
Logout

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**Glossary - Descriptive**

Words	Meaning	Pronunciation
Inhabit (v)	to live in a place	<input type="text"/>
settlement (n)	a village where a group of people have come to live and make their homes	<input type="text"/>
forage (v)	to search or hunt for something, especially food and supplies	<input type="text"/>
termite (n)	a small insect like an ant, found chiefly in tropical areas, that does a lot of damage by eating wood	<input type="text"/>
yellowish (adj)	rather yellow	<input type="text"/>
worship (n)	the practice of showing respect for God or a god	<input type="text"/>
influence (v)	to have an effect or influence on something or on its behaviour	<input type="text"/>
edifice (n)	a large impressive building	<input type="text"/>
appearance (n)	the outward form somebody/something has	<input type="text"/>

start Glossary - Descriptive... Document1 - Microsof...

7:37 AM

## Test

Descriptive Test descriptive test

testmoz.com/61192/student/

Google Words localhost

**descriptive test**

Choose the right answers by clicking the circles.

**Question #1 (1 point)**

Read the following text to answer questions 1 - 5.

Rani and her classmates are visiting the Gembira Loka zoo now. They watch the animal show in the zoo. They like Luna, an attractive female bear in the show. Luna is about eight years old. She has dark brown fur. Her eyes are big and sharp. She has a big stomach. It makes her funny. She understands well what the instructor says to her. But sometimes she does not want to do any commands from her instructor. It is not because she is lazy, but it means that Luna wants something to eat for anything she does. She sometimes goes to the audience to give a cheek kiss. Luna is so funny.

What is the best title for the text above?

☐ At The Zoo  
☐ The Funny Luna  
☐ Bears in The Zoo  
☐ An Animal Show

**Question #2 (1 point)**

What kind of text is it?

☐ Narrative  
☐ Recount  
☐ Explanation  
☐ Descriptive

**Question #3 (1 point)**

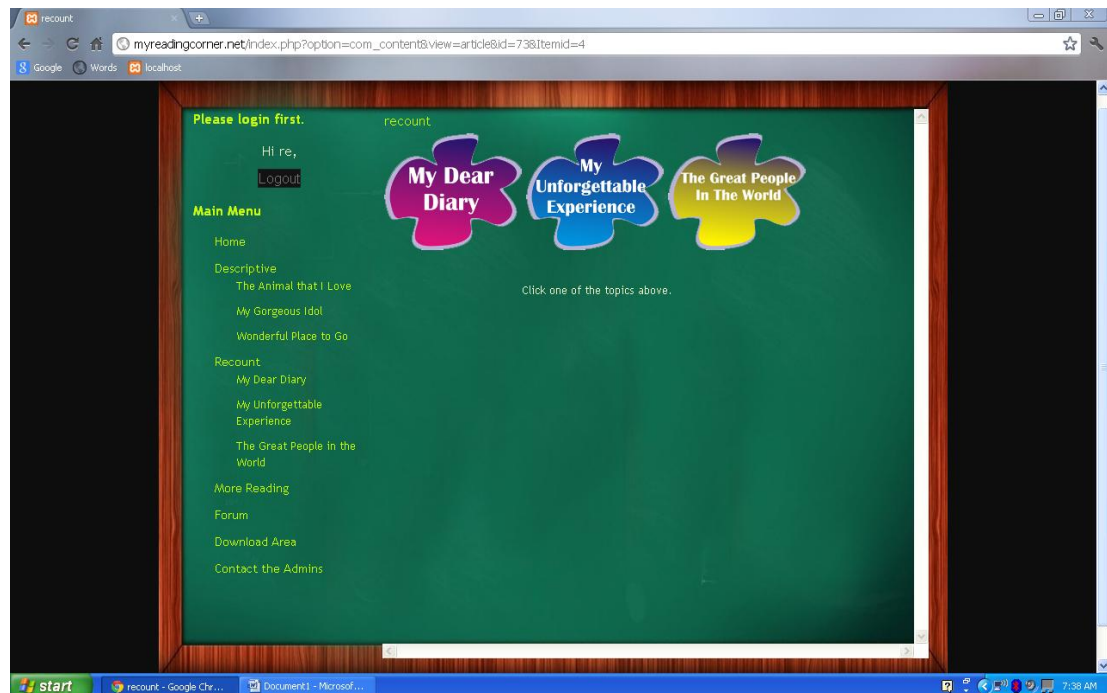
What is the purpose of the text?

☐ to retell the writer's experience  
☐ to describe a particular animal which is called Luna

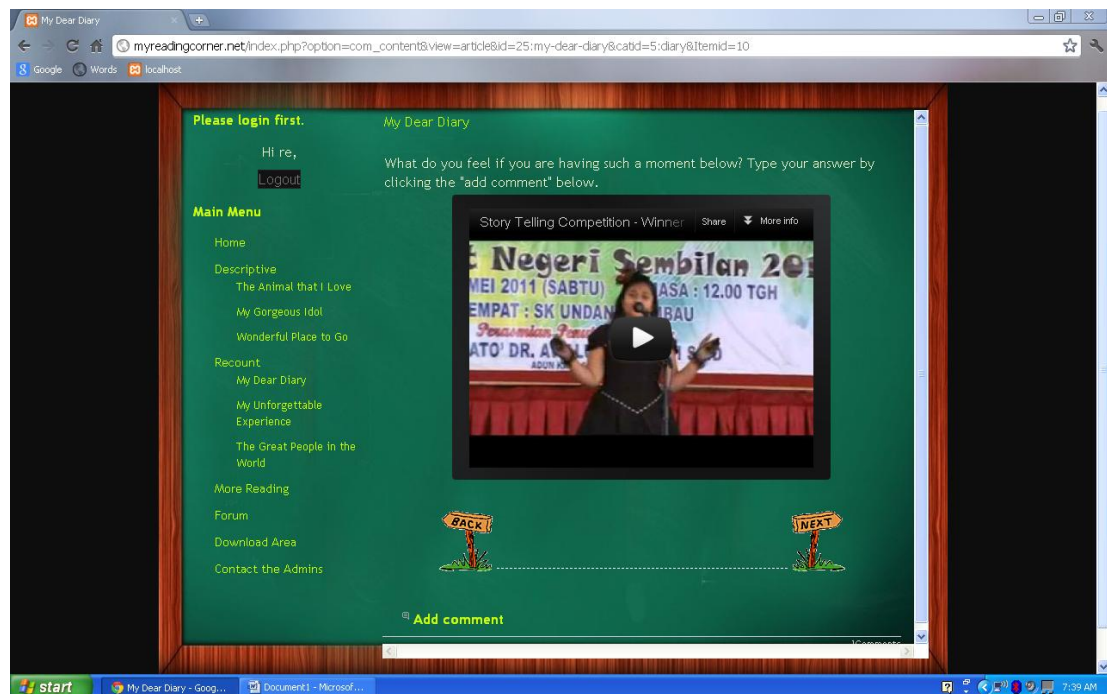
start descriptive test - Goo... Document1 - Microsof...

7:38 AM

## Recount



## My Dear Diary



## Activity 1

diary 1

Have you ever written such a diary like this? Read aloud the following text. Pay attention to your intonation and pronunciation.

Dear diary,

I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

When Mom knocked my door, I could not open the door. I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got a terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist.

I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted me to go, but I refused it. Finally, Mom called the dentist to cancel the appointment.

Soon, I regretted my decision because the pain on my tooth became worse. I promised my Mom to go to the dentist tomorrow.

## Activity 2

diary 2

Click "start" to do activity.

00:04:54

1 of 1

Match the problems with the best advice. Drag the advice to the right space until they stick together. Then, click "submit" after you match them all.

I have a stomachache.	Drink some hot water and lemon at night.
I have a toothache.	Take an aspirin.
I have a headache.	Go to the dentist.
I have a sore throat.	Take some medicine.
I feel sick.	Eat more slowly.

Outline... Submit

BACK NEXT



### Activity 3

diary 3

Please login first.

Hi re,

Logout

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- Contact the Admins

diary 3

Study the following explanation.

A recount text is a text which retells past events.

The purpose or the function of a recount text is to inform or to entertain the readers.

previous page

next page

3 / 4

00:22 / 00:28

BACK

NEXT

### Activity 4

diary 4

Please login first.

Hi re,

Logout

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- Contact the Admins

diary 4

Study the following explanation.

I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

orientation

When my Mom knocked on my door, I could not open the door. I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got a terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist.

event 1

I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted me to go, but I refused it. Finally, Mom called the dentist to cancel the appointment.

event 2

Soon, I regretted my decision because the pain on my tooth became worse. I promised my Mom to go to the dentist tomorrow.

re-orientation

Adapted from Practice Your English Competence page

2 / 4

00:19 / 00:23

BACK

NEXT

## Activity 5

diary 5

Please login first.

Hi re,  
[Logout](#)

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- Contact the Admins

diary 5

Read the following diary. Then, answer the questions by typing your answers in the comment box below.

*Dear diary,*  
This evening, I played with my friends. One of my friend was Bono, who liked to play with firecrackers.

We were playing in the field. One of my friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker can bounced up exploded, the in the air. My friends were all impressed and Bono got very excited. He wanted to impress our friends, too.

Not far from there Bono saw a big piece of cow manure. He put a firecracker on it

## Activity 6

diary 6

Please login first.

Hi re,  
[Logout](#)

**Main Menu**

- Home
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  - The Animal that I Love
  - My Gorgeous Idol
  - Wonderful Place to Go
- Recount
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  - My Unforgettable Experience
  - The Great People in the World
- More Reading
- Forum
- Download Area
- Contact the Admins

diary 6

Answer the following multiple choice questions based on the information on the text. Click on the dot in front of the appropriate answer.

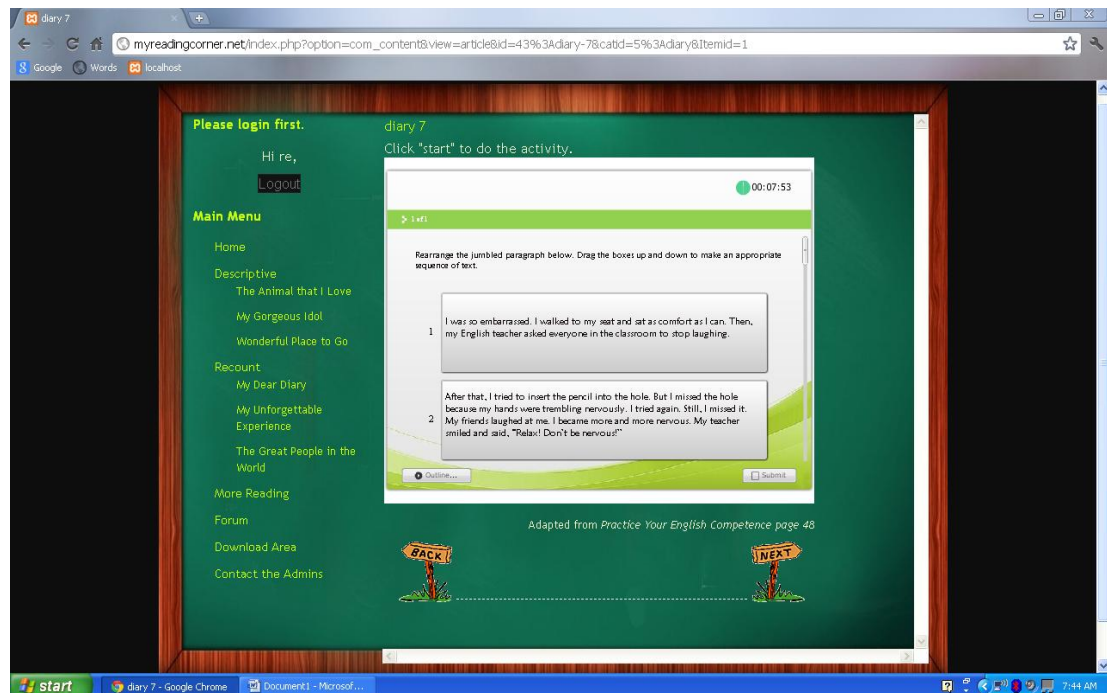
Who liked to play firecrackers?

- ☐ Bono
- ☐ the writer
- ☐ the writer's friends
- ☐ Bono and the writer

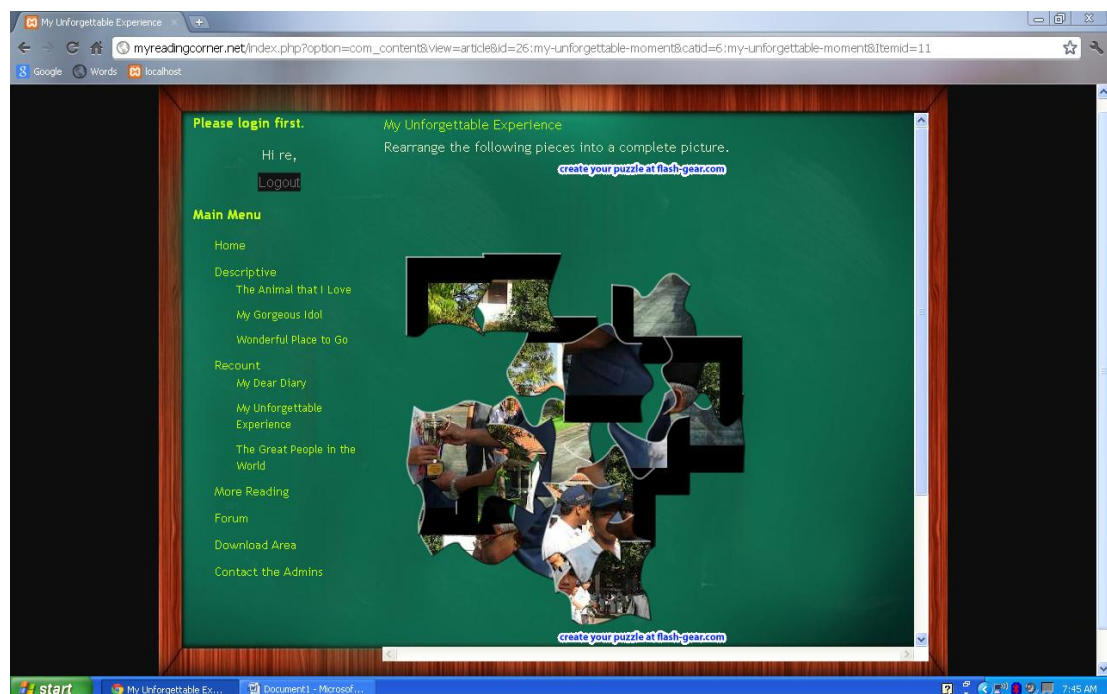
[Outline...](#) [Submit](#)

[BACK](#) [NEXT](#)

## Activity 7



## Reflection

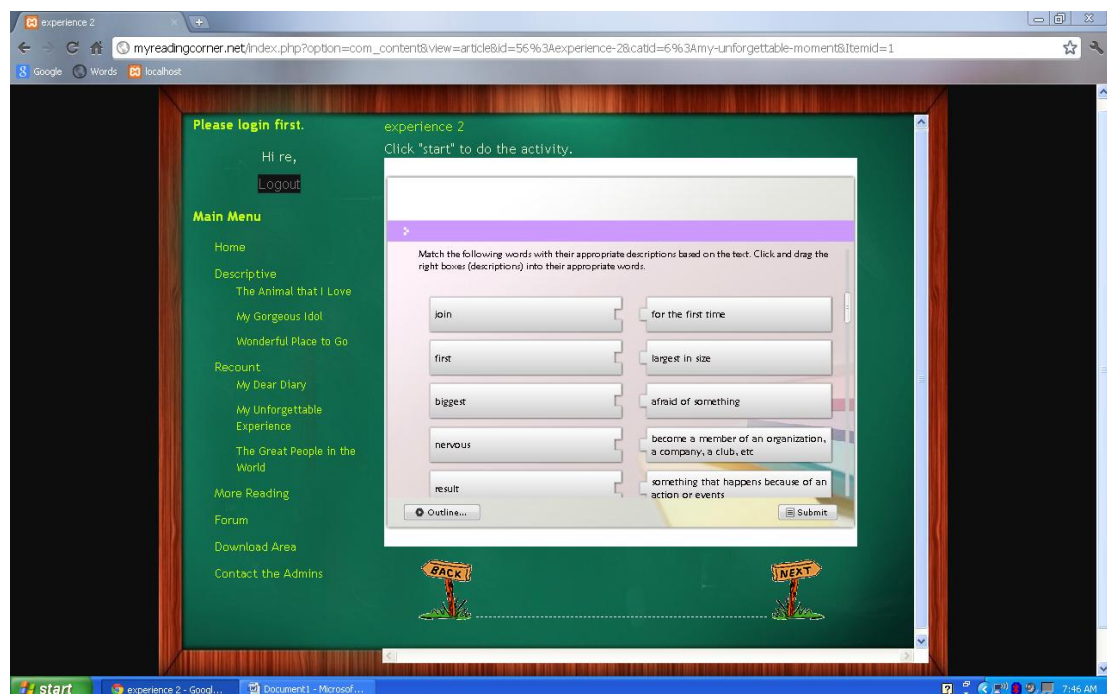




## My Unforgettable Experience



## Activity 1





## Activity 2

experience 3

Please login first.

Hi re,

Logout

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Read aloud the following text. Pay attention to your intonation and pronunciation.

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought. Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

Adapted from Scaffolding page 112

Now, listen to the text above by clicking the play button below. Reread the text.

BACK NEXT

## Activity 3

experience 4

Please login first.

Hi re,

Logout

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Study the following explanation.

A recount text is a text which retells past events.

The purpose or the function of a recount text is to inform or to entertain the readers.

previous page next page

Spring 3 / 5 00:22 / 00:42

BACK NEXT

## Activity 4

experience 4

Please login first.

Hi re,

[Logout](#)

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  - The Great People in the World
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- Contact the Admins

experience 4

Study the following explanation.

A recount text is a text which retells past events.

The purpose or the function of a recount text is to inform or to entertain the readers.

previous page

next page

iSpring 3 / 5 00:22 / 00:42

[BACK](#) [NEXT](#)

## Activity 5

experience 5

Please login first.

Hi re,

[Logout](#)

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experience 5

One day Vita fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Vita vomited. All other students stopped writing. Mrs. Retno helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

"I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week rest", said the doctor. Adapted from Contextual Teaching and Learning page 32

After reading the text, type the generic structure of the text above in the comment space below. Click "add comment" first, to type your answers.

[BACK](#) [NEXT](#)

[Add comment](#)

JComments

## Activity 6

experience 6

Please login first.

Hi re,  
Logout

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experience 6

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8-metre long python and brought it to the authority of the zoo in this town.

The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

Adopted from Contextual Teaching and Learning page 20

Click "start" to do the activity.

00:04:48

The workmen caught a snake last month.

☐ True

☐ False

## Activity 7

experience 7

Please login first.

Hi re,  
Logout

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experience 7

Rearrange the jumbled paragraph below. Click and drag each paragraph up and down to arrange a good text.

1 To our surprise, the name was Fanny Fenita and the birth date was exactly the same as Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

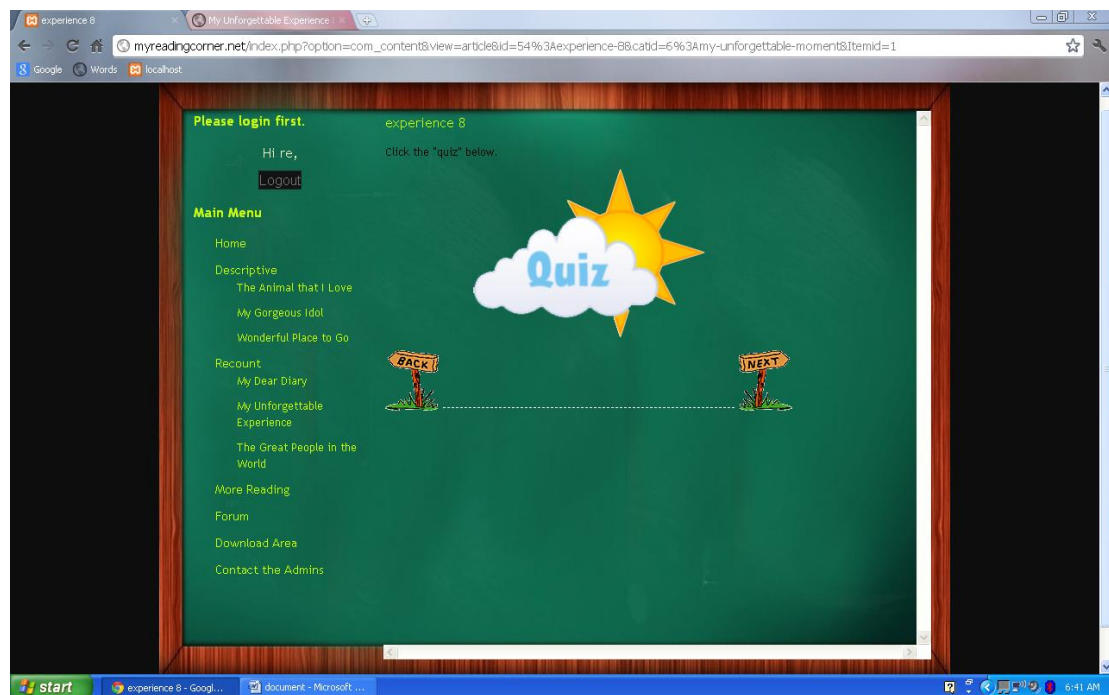
2 We were in hurry to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, laid in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

3 Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a

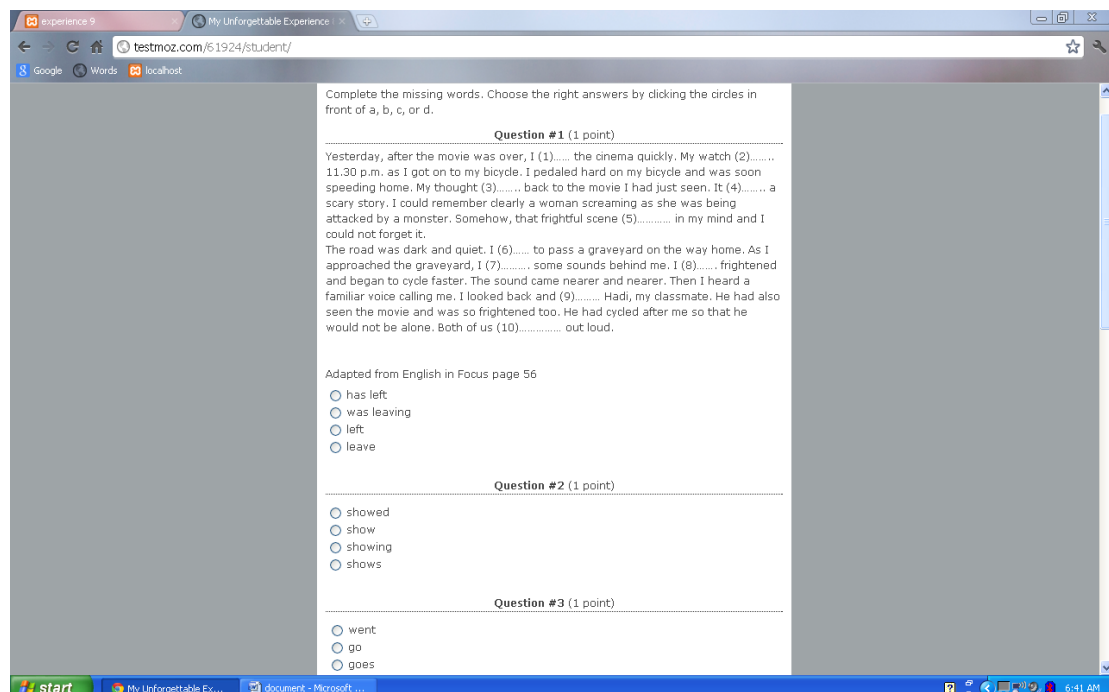
Outline... Submit

BACK NEXT

## Activity 8

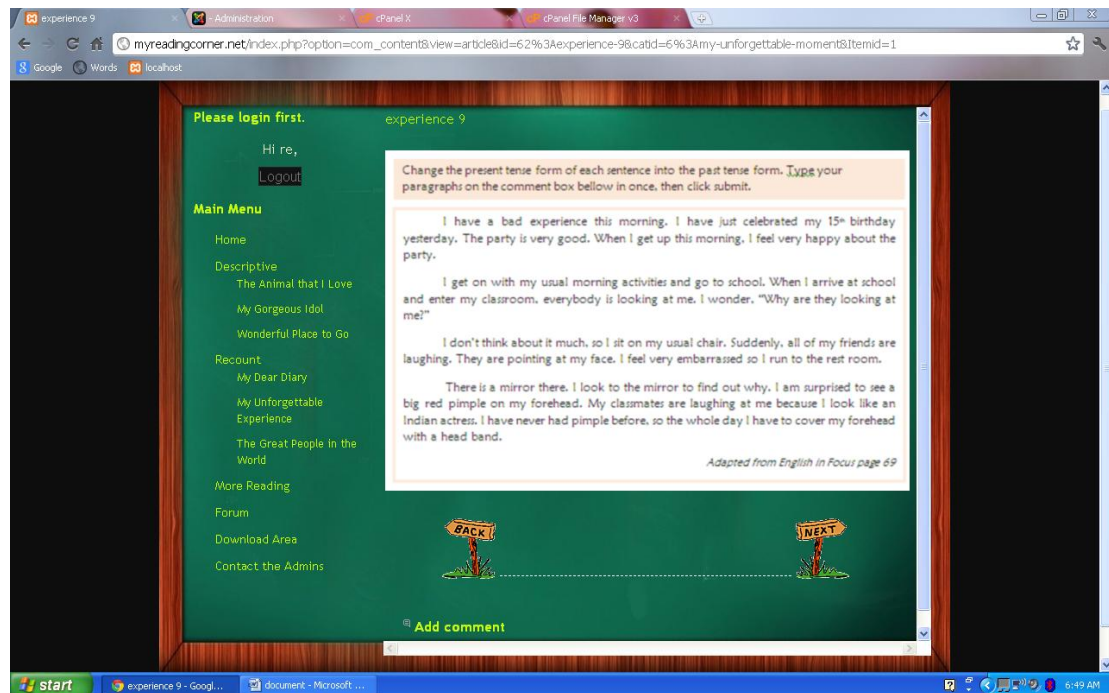


## Quiz





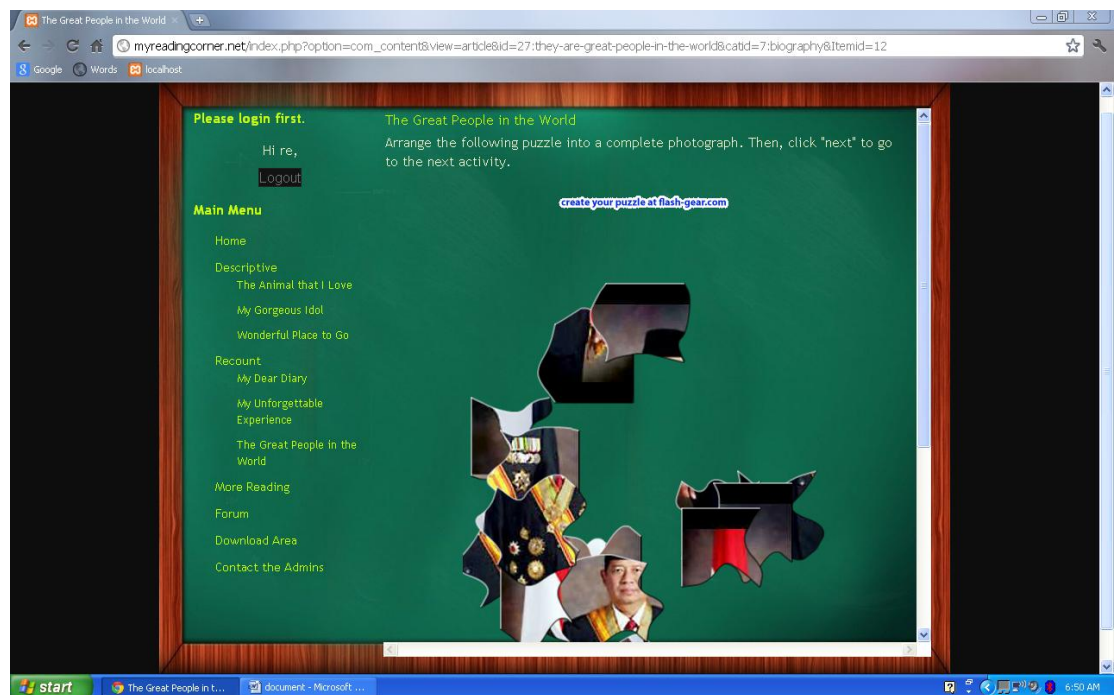
## Activity 9



## Reflection



## The Great People In The World



## Activity 1



## Activity 2

The screenshot shows a web browser window with the address bar displaying a URL from myreadingcorner.net. The page is titled 'people 2' and contains a green sidebar menu on the left and a main content area on the right. The sidebar menu includes links for 'Please login first.', 'Hi re, Logout', 'Main Menu', 'Home', 'Descriptive', 'The Animal that I Love', 'My Gorgeous Idol', 'Wonderful Place to Go', 'Recount', 'My Dear Diary', 'My Unforgettable Experience', 'The Great People in the World', 'More Reading', 'Forum', 'Download Area', and 'Contact the Admins'. The main content area is titled 'people 2' and contains the text: 'Read aloud the following text. Pay attention to your intonation and pronunciation.' followed by a paragraph about Thomas Alva Edison's life and inventions, including the kinetoscope and the phonograph.

**Please login first.**

Hi re,  
Logout

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- Contact the Admins

**people 2**

Read aloud the following text. Pay attention to your intonation and pronunciation.

Thomas Alva Edison was born in Milan, Ohio, on February 11<sup>th</sup>, 1847. He attended school for only three months, in Port Huron, Michigan. When he was 12 years old he began selling newspapers on the Grand Trunk Railway. In 1862 he published a weekly, known as the Grand Trunk Herald. It is printed in a freight car that also served as his laboratory.

He also worked as a telegraph operator. While working as a telegraph operator, he made his first important invention, a telegraphic repeating instrument that enabled messages to be transmitted automatically over a second line without the presence of an operator.

In 1887 Edison announced his invention of a phonograph by which sound could be recorded mechanically on a tinfoil cylinder. Two years later, he exhibited publicly his incandescent electric light bulb, his most important invention. In 1888 he invented the kinetoscope, the first machine to produce motion pictures by a rapid succession of individual views.

He also developed a phonograph in which the sound was impressed on a disk instead of a cylinder. His other discoveries include the electric pen, the mimeograph, the microtasmeter (used for detection of minute changes in temperature), and a wireless telegraphic method for communicating with moving trains.

## Activity 3

The screenshot shows a web browser window with the address bar displaying a URL from myreadingcorner.net. The page is titled 'people 3' and contains a green sidebar menu on the left and a main content area on the right. The sidebar menu is identical to the one in Activity 2. The main content area is titled 'people 3' and contains the text: 'Let's pronounce these words together. Click on the play buttons to hear the pronunciation.' followed by a table of words and their pronunciations. Below the table, there are play buttons for each word.

**Please login first.**

Hi re,  
Logout

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- More Reading
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- Contact the Admins

**people 3**

Let's pronounce these words together. Click on the play buttons to hear the pronunciation.

words	pronunciation
born	[bɔ:n]
worked	['wɜ:k]
important	[im'pɔ:tənt]
invention	[in'ven[ə]
exhibit	[ig'zibit]
technologist	[tek'nɒlədʒist]
scientist	['saɪəntist]

born [play button] [stop button]

worked [play button] [stop button]

important [play button] [stop button]

invention [play button] [stop button]

exhibit [play button] [stop button]

technologist [play button] [stop button]

scientist [play button] [stop button]



## Activity 4

people 4

Please login first.

Hi re,  
Logout

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A recount text has three main parts which are explained as follows:

- **Orientation** : provides the setting and introduces participants.
- **Events** : tell what happened, in what sequence.
- **Re-orientation** : contains optional-closure of events.

previous page

4 / 4

00:28 / 00:28

BACK NEXT

## Activity 5

people 5

Please login first.

Hi re,  
Logout

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Based on the generic structure of descriptive texts, decide whether the paragraphs below belong to the orientation, event, or re-orientation. Click and drag the boxes in the right side up and down.

orientation

event 1

He also developed a phonograph in which the sound was impressed on a disk instead of a cylinder. His other discoveries include the electric pen, the mimeograph, the micrometer (used for detection of minute changes in temperature), and a wireless telegraphic method for communicating with moving trains.

Edison patented more than 1,000 inventions. He was a technologist rather than a scientist. Edison died in West Orange on October 28th, 1931.

Outline...

Submit

BACK NEXT



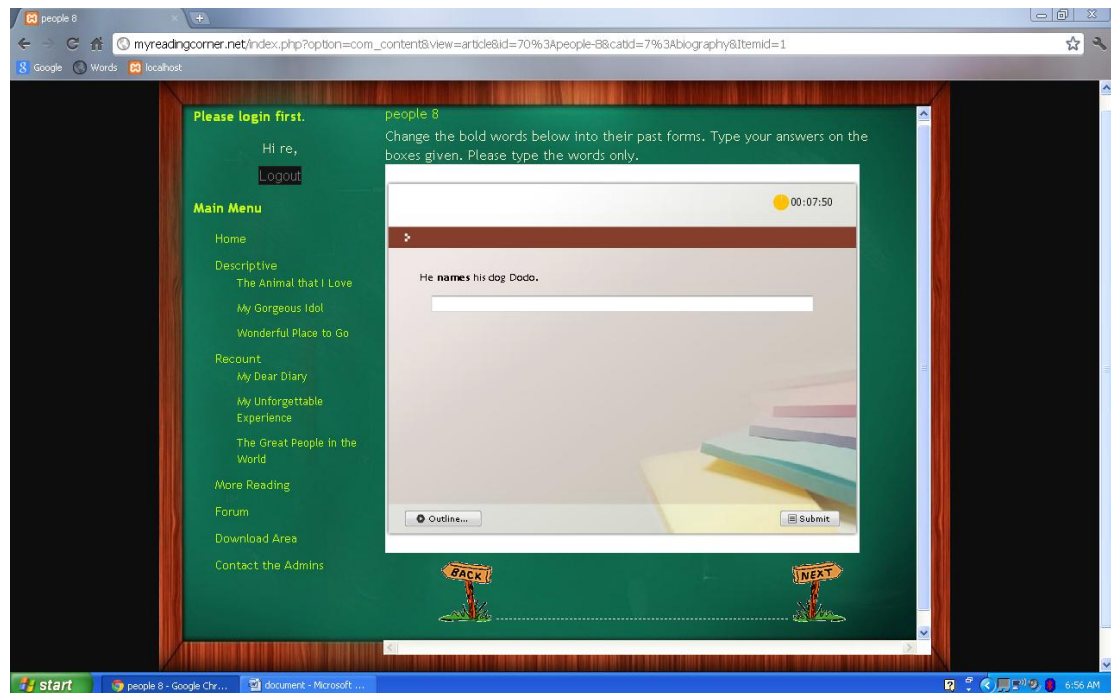
## Activity 6

The screenshot shows a web browser window with the address bar displaying `myreadingcorner.net/index.php?option=com_content&view=article&id=68%3Apeople-6&catid=7%3Abiology&Itemid=1`. The page has a green background with a wooden border. On the left, there is a 'Main Menu' with links: Home, Descriptive (The Animal that I Love, My Gorgeous Idol, Wonderful Place to Go), Recount (My Dear Diary, My Unforgettable Experience, The Great People in the World), More Reading, Forum, Download Area, and Contact the Admins. At the top left, it says 'Please login first.' with a 'Hi re,' and a 'Logout' button. The main content area is titled 'people 6' and 'Read the following text. Then, answer the following question in the comment box below.' The text is about Mark Zuckerberg, co-founder of Facebook, born on May 14th, 1984, in Dobbs Ferry, New York. It describes his early interest in computers, his education at Phillips Exeter Academy and Harvard University, and his invention of Facebook. At the bottom, there is a question: 'Question: What is the purpose of the text above?' and two buttons: 'BACK' and 'NEXT'.

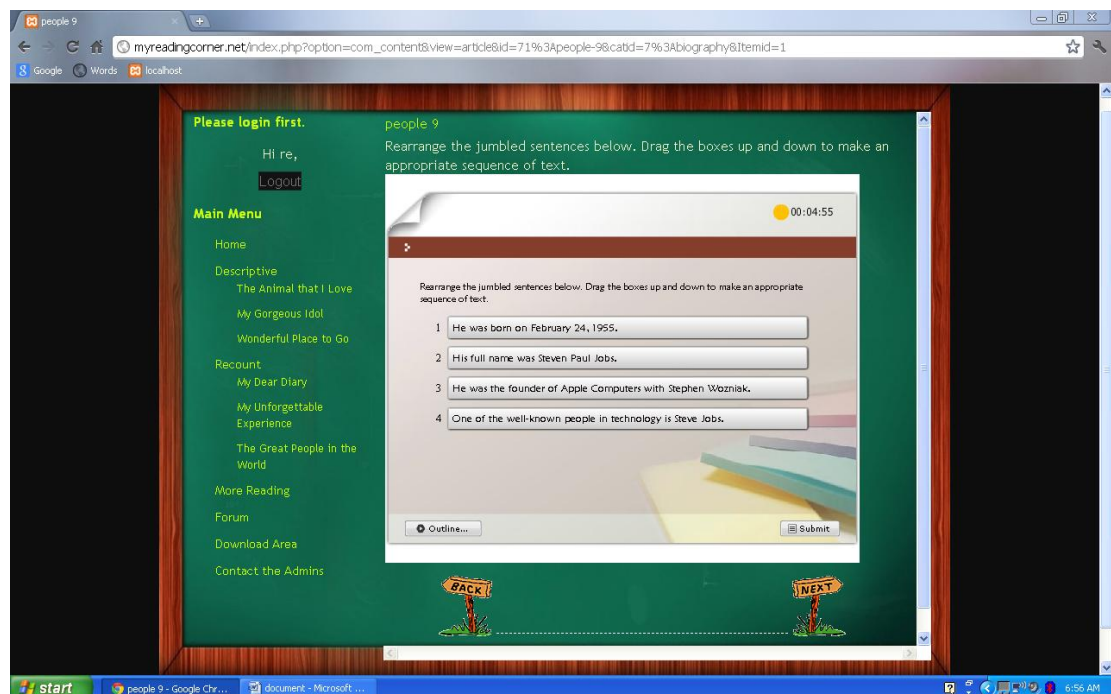
## Activity 7

The screenshot shows a web browser window with the address bar displaying `myreadingcorner.net/index.php?option=com_content&view=article&id=69%3Apeople-7&catid=7%3Abiology&Itemid=1`. The page has a green background with a wooden border. On the left, there is a 'Main Menu' with links: Home, Descriptive (The Animal that I Love, My Gorgeous Idol, Wonderful Place to Go), Recount (My Dear Diary, My Unforgettable Experience, The Great People in the World), More Reading, Forum, Download Area, and Contact the Admins. At the top left, it says 'Please login first.' with a 'Hi re,' and a 'Logout' button. The main content area is titled 'people 7' and 'Based on the previous text, decide whether the following statements are true or false. Click on the circles of the appropriate answers.' Below this, there is a question: 'Zuckerberg was born in an uneducated family.' with two radio buttons: 'True' and 'False'. At the bottom, there is a 'Submit' button and two buttons: 'BACK' and 'NEXT'.

## Activity 8



## Activity 9



## Reflection



## Reflection



## Glossary – recount text

Please login first.

Hi re,  
Logout

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**Glossary - Recount**

Words	Meaning	Pronunciation
terrible (adj)	very unpleasant or serious	<input type="text"/>
regret (v)	to feel sorry, sad or disappointed about something	<input type="text"/>
relieve (v)	to reduce or remove pain, distress, anxiety, etc	<input type="text"/>
worse (adj)	bad to a greater degree or on a greater scale; less good or desirable	<input type="text"/>
firecracker (n)	a small firework that explodes with a loud cracking noise	<input type="text"/>
bounce (v)	to move or make something move quickly up, back or away after hitting something	<input type="text"/>
laugh (v)	to make the sounds and movements of the face and body that express amusement or happiness	<input type="text"/>
embarrassed (adj)	shy, awkward or ashamed	<input type="text"/>
confident (adj)	feeling or showing	<input type="text"/>

## Test

**recount test**

Choose the right answers by clicking one of the circles in each question.

**Question #1 (1 point)**

Read the following text to answer questions 1-5.

My father died five years ago when I was 3 years old. He left my mother and me, their only boy. Last year my mother married Mr. Daud. He was a widower and he got two children, Andi and Siska. Mr Daud now becomes my step father. Andi and Siska become my step brother and step sister. Both of them are older than me. We live happily in my step father's house. Now, we are waiting for the birth of my mother's baby.

What is the purpose of the text?

☐ To explain the reader the writer's experience.

☐ To entertain the readers about past events.

☐ To retell the readers about writer's past event.

☐ To describe a particular person or thing.

**Question #2 (1 point)**

Which sentence belongs to re-orientation?

☐ Mr Daud now becomes my step father.

☐ We live happily in my step father's house.

☐ My father died five years ago when I was 3 years old.

☐ He was a widower and he got two children, Andi and Siska.

**Question #3 (1 point)**

How many children did Mr. Daud have before he married the writer's mother?

☐ none

☐ one

☐ two

☐ three



## More Reading



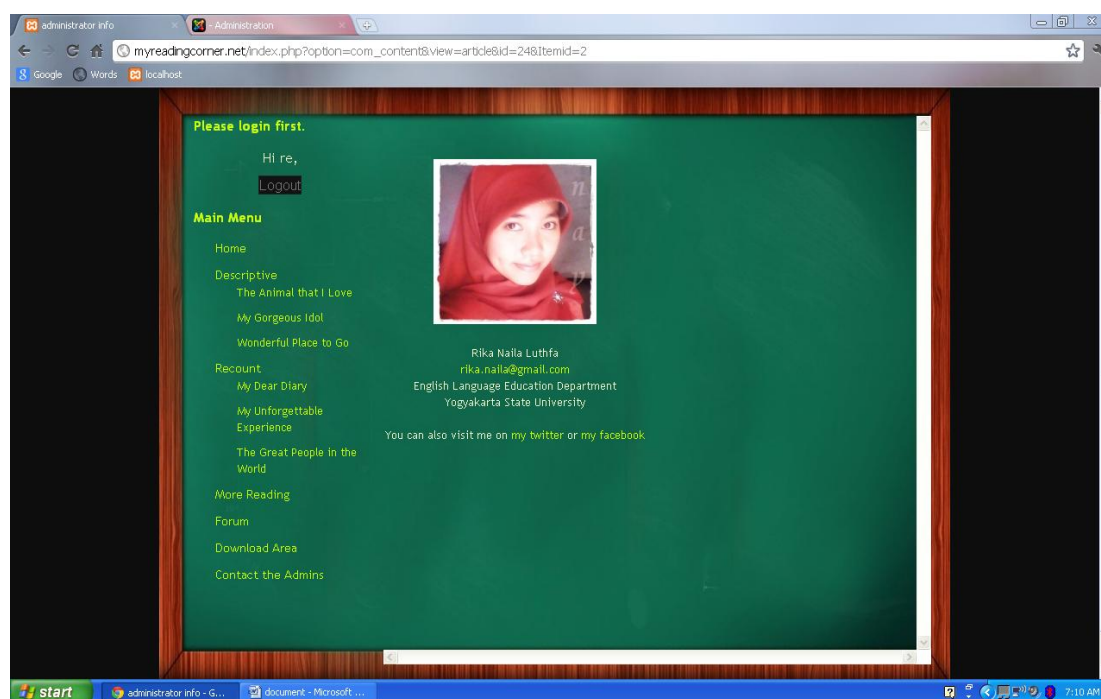
## Forum



## Download Area



## Contact the Admin



# APPENDIX E





## Registration form

Registration

myreadingcorner.net/index.php?option=com\_user&task=register

Username Password Remember Me Login

Create an account

### Registration

Name: \*

Username: \*

E-mail: \*

Password: \*

Verify Password: \*

Fields marked with an asterisk (\*) are required.

Register

Main Menu

- Homepage
- Descriptive
- Recount
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- Download Area

see the admin >> f

DESIGN BY JOOM/SPiRiT

## The User Name Appearance

myreadingcorner.net/index.php/home

Hi nayla, Logout

Welcome to [www.myreadingcorner.net](http://www.myreadingcorner.net),

Hi students, this is a website which provides reading materials for the eighth grade students of junior high schools. The materials consist of descriptive and recount texts. You can learn many things related to those texts. The activities are various and challenging. This site will help you learn English, especially in promoting your reading skills.

To access the activities, please create an account first. Then, log-in by using your username and password. There are two main categories of texts; "descriptive" and "recount". To get more sources, you can go to "more reading". Leave your comments, suggestions, or questions in the "forum". You can download some files in the "download area".

Learning English is fun. Let's learn together.

Click --> [register](#) <-- to create an account.

Regards,  
administrator

Main Menu

- Homepage
- Descriptive
- Recount
- More Reading
- Forum
- Download Area

descriptive recount

## Homepage



## Descriptive





## The Animal that I Love

The Animal That I Love

Click on the "Quiz" picture below. After finishing the quiz, back to this page and click "next".

**Quiz**

[BACK](#) [NEXT](#)

[see the admin >>](#)

DESIGN BY JOOMSPIRIT

## Animal 1


Animal 1

Click on "start" to do the activity.

00:07:51

Question 1 of 1

Match the following animals with their appropriate descriptions. Click and drag the description to the right picture until they stick together.

I bring my house everywhere I go. People call it eggshell. My legs are short. They make me hard to walk fast. However, my legs are special, they can be fins when I am in the water.

[Outline...](#) [Submit](#)

[BACK](#) [NEXT](#)

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## Animal 2

myreadingcorner.net/index.php?option=com\_content&view=article&id=5:activity-28:catid=2:the-animal-that-i-love

Username Password Remember Me Login

[Create an account](#)

## Animal 2

Read aloud the following text. Pay attention to your pronunciation and intonation.

What am I?

I inhabit a small area in south-western Western Australia. My species was quite widespread in Australia before European settlement but now we are endangered. I prefer areas of open woodland. I forage for my food in the mornings and afternoons. At night I sleep in hollow logs or under fallen timber. My body is about 25 centimeters long. My tail is nearly as long as my body. I am covered in a reddish-brown coat with white stripes. My front legs are shorter than my back legs and I have small claws. My ears are short but my snout is long I have a very long, sticky tongue for eating termites. I can eat over 10,000 termites in one day. I am a marsupial mammal. What animal am I?

source  
Downloaded on May, 25th 2011 at 7 p.m.

Have you read the text? Can you guess, what animal is it? Type your answer by clicking "comment box" first.

[Click to read a text about platypus >>>](#)

[BACK](#) [NEXT](#)

## Animal 3

myreadingcorner.net/index.php?option=com\_content&view=article&id=7:activity-38:catid=2:the-animal-that-i-love

Username Password Remember Me Login

[Create an account](#)

## Animal 3

Study the following explanation.

**What is a descriptive text?**

**What is the purpose of a descriptive text?**

A descriptive text is a text which describes a particular person, place, or thing.  
The purpose of a descriptive text is to describe a particular person, place, or thing.

The generic structure of a descriptive text consists of:  
1. Identification: identifies phenomenon to be described  
2. Description: describes parts, qualities, characteristics.

[More explanation >>>](#)

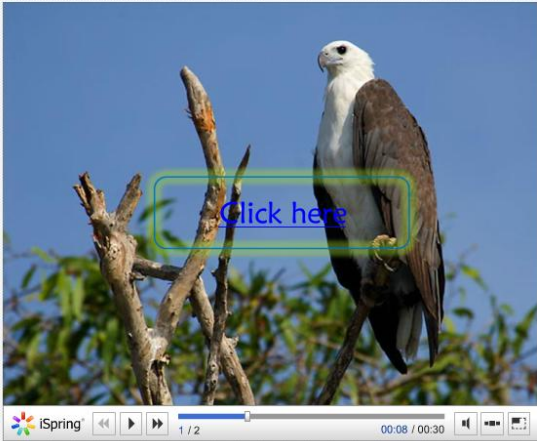
[BACK](#) [NEXT](#)



## Animal 4

Animal 4

Study the following text based on the previous explanation.



Click here

BACK

NEXT

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start Animal 4 - Google Chr... Document1 - Microsof...

2:37 PM


## Animal 5

Animal 5

Study the characteristics of a descriptive text below.

What are the characteristics of a descriptive text?

1. Use of particular noun, e.g. a sea eagle (paragraph1)
2. Use of detailed noun groups, e.g. ...its feather is light brown (paragraph2)
3. Use of adjectives, e.g. strong, sharp (paragraph2)
4. Use of simple present tense, e.g. It hunts for fish... (paragraph2)



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start Animal 5 - Google Chr... Document1 - Microsof...

2:37 PM

## Animal 6

Animal 6

Decide whether the following statements are true or false based on the previous text. Click in the circle in front of True or False. You have 10 minutes to do this activity.

The Sea Eagle

Every morning, there is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle. The color of its feathers is light brown. It has strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea near by my grandparents' house. Sometimes it hunts chickens and small birds around the neighborhood. It has a sharp beak and stream-line body. It sometimes walks on two legs when reaching the ground. Its neck is very flexible and its beak is so strong that it can handle chickens.

Every morning, there is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle. The color of its feathers is light brown. It has strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea near by my grandparents' house. Sometimes it hunts chickens and small birds around the neighborhood. It has a sharp beak and stream-line body. It sometimes walks on two legs when reaching the ground. Its neck is very flexible and its beak is so strong that it can handle chickens.

activity 6

Introduction Page

Start

Main Menu

- Homepage
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- Recount
- More Reading
- Forum
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start Animal 6 - Google Chr... Document1 - Microsof...

2:39 PM

## Animal 7

Animal 7

Choose 5 adjectives on the following activity. Click on the boxes in front of the words. You have 4 minutes to do the activity. Save your time.

activity 7

Introduction Page

Start

BACK NEXT

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- Recount
- More Reading
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start Animal 7 - Google Chr... Document1 - Microsof...

2:40 PM



## Animal 8

Animal 8

Read the following text carefully to answer the questions in the next activity.



**Bonggo The Orang Utan**

There is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, which means she gives birth to her children and breast feeds them.

Adopted from English in Focus page 21

[Picture source](#)




Main Menu

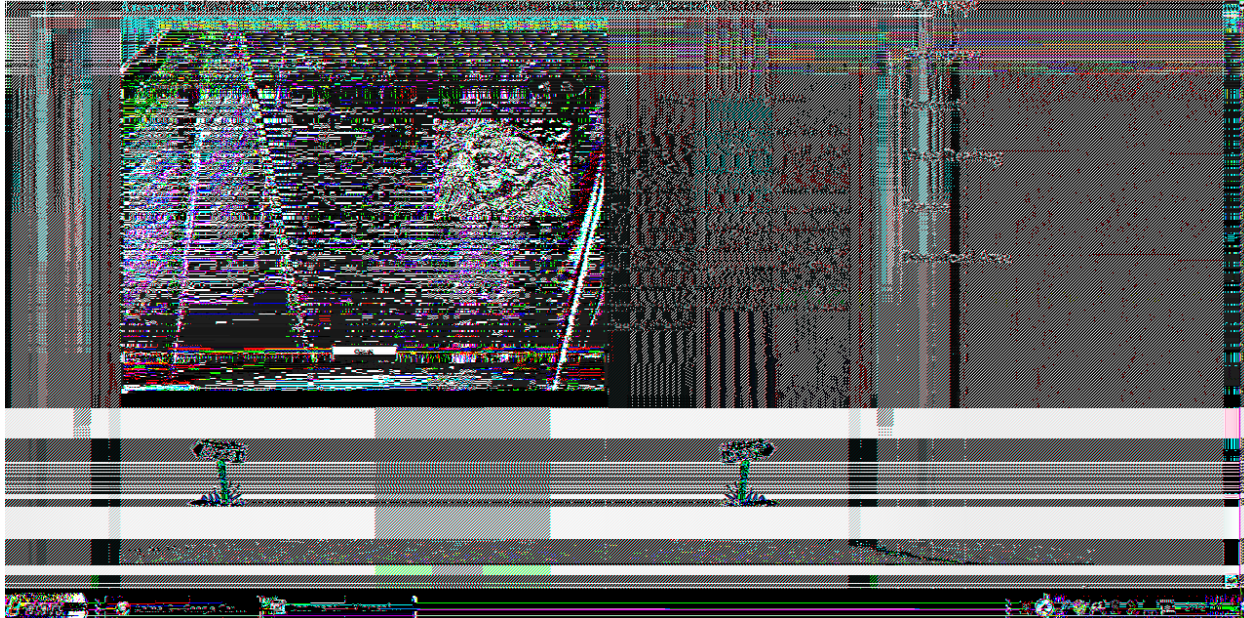
- [Homepage](#)
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start Animal 8 - Google Chr... Document1 - Microsof... 2:41 PM

## Animal 9

Animal 9

Main Menu



The image area is severely corrupted with digital noise, making the content illegible. Only the structural elements of the page, such as the menu and the bottom navigation bar, are visible.

start Animal 9 - Google Chr... Document1 - Microsof... 2:41 PM



## Are You Ready?

Are You Ready?

myreadingcorner.net/index.php/component/content/article/11-test/78-are-you-ready

Username Password Remember Me Login

Create an account

### Are You Ready?

To help you know the meaning of a word, click on the "glossary".  
 If you feel unsure to take the test, you may click on "back" or you can go to the "descriptive" menu in the left side to take some more activities.  
 If you are sure to do the test well, click on the "take the test".

GLOSSARY

BACK

Take the Test

see the admin >>

DESIGN BY JOOMSPIRIT

## My Gorgeous Idol

My Gorgeous Idol

myreadingcorner.net/index.php/descriptive/my-georgious-idol

### My Gorgeous Idol

Look at the pictures below. Who are they? If you know their names, type them in the comment box below by clicking "add comment" first, then click "send" if you finish typing.

More quizzes >>>

BACK NEXT

Comments

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## Idol 1

myreadingcorner.net/index.php?option=com\_content&view=article&id=19:activity1&catid=3:my-gorgeous-idol

## Idol 1

Look at the pictures below. How does she/he look like? Type your answer in the comment box by clicking "add comment" below.

How does she look like?

Nikita Willy

Next

iSpring 1 / 2 00:19 / 00:34

source:  
David Beckham photo  
Nikita Willy photo

More quizzes >>>

Comments

start Idol 1 - Google Chrome My Documents Homepage - Microsof...

3:51 PM

## Idol 2

myreadingcorner.net/index.php/descriptive/my-georgeous-idol/2

## Idol 2

Answer some questions below by clicking on one of the circles in front of the choices.

activity.2 00:01:54

1 of 5 Multiple Choice 1/0

Barrack Obama has ... skin.

☐ black

☐ dark

☐ light

Outline... Submit

BACK NEXT

start Idol 2 - Google Chrome My Documents Homepage - Microsof...

3:51 PM

## Idol 3

myreadingcorner.net/index.php/descriptive/my-georgeous-idol/3

## Idol 3

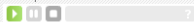
Read the following text using a good pronunciation and intonation.

David Beckham

When Americans talk about "football" they mean a completely different game in which very big men try to knock each other to the ground while kicking or throwing a ball shaped like an egg. In America, you have to say "soccer" if you mean the game that the rest of the world calls football. So how has this happened? There are rich people and rich companies in the United States who think that soccer could become a lot more popular in America than it is now. They see an opportunity to make money – lots of money. But they need a superstar – someone who is fabulously famous – to raise the profile of soccer in America, and bring in advertising and sponsorship. And David Beckham is a superstar. He is – or was – a brilliant football player. He is very good looking (or so my wife tells me). His wife is a former pop singer with the Spice Girls, where she was known as "Posh Spice". Posh and Becks love the glamorous celebrity lifestyle – the lavish parties, the beautiful people, the fast cars, the big houses and swimming pools. They will love Hollywood. And Hollywood will love them. There is another famous Englishman whose career has gone downhill in the past few years, in fact ever since he made a bad decision to invade Iraq. Yes, I mean Tony Blair, our Prime Minister. Like David Beckham, he is expected to leave his present job this year. Like David Beckham, he enjoys expensive holidays in exotic places, and the company of wealthy people. Like David Beckham, he is liked and admired in America. After he retires, he will probably spend a lot of time in that country, giving lectures and speaking at dinners. In five years time, which of the two will be the more successful – the former football star, or the former Prime Minister? What do you think?

taken from [listen-to-english.com](http://listen-to-english.com)

Now, listen to the audio below by clicking the green button, then reread the text above.



[More descriptive texts >>>](#)

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start Idol 3 - Google Chrome My Documents Homepage - Microsof...


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## Idol 4

myreadingcorner.net/index.php/descriptive/my-georgeous-idol/4

## Idol 4

Study the following explanation.



[More descriptive explanations >>>](#)

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## Idol 5

Idol 5

Based on the previous explanation, match the left boxes with the right boxes according to their appropriate structure.  
Click and drag the boxes until they stick together.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
1	10	80%	8	00:08:00

Start

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## Idol 6

Idol 6

Based on the previous activity, decide whether the following statements are true or false.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
5	50	80%	40	00:08:00

Start

Justin Bieber is a Canadian pop-R&B singer. He was born on March 1, 1994 in London, and was raised in Stratford, Ontario, Canada. Justin Bieber's mother is Pattie Mallette. Mallette raises Justin Bieber as a single mother in low-income housing. However, Justin Bieber maintains contact with his father, Jeremy Bieber, who married another woman and had two children.

Justin is now 17 years old. His brown hair is perfectly blown dried. He also has brown eyes that look match with his bright skin. His pointed nose makes him handsome in his oval face. Justin has pink lips that look nice when he smiles. Over all, his physical appearance makes him become an idol among girls.

Justin is a young talented singer. His debut single, "One Time", released worldwide in 2009, charted in the top 30 in over ten countries. His debut certified platinum in the United States. Justin Bieber becomes the first artist to have seven songs from a debut album chart on the Billboard Hot 100.

Source

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## Idol 7

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## Idol 7

Read the following text.

Nikita Purnama Willy was born in Jakarta, June 29th, 1994. She is a famous young artist. She stars sinetron and advertisement. Nikita has brown hair. She has big brown eyes and a pointed nose. She has thick pink lips that match with her bright skin. She looks beautiful in her slim body. She has begun her career since seven years old. She is a talented young artist so that she can maintains her career up to now.

Click on the "quiz" below. After you finish, back to this page and then click "next".

**Quiz**

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## Idol 8

Wonderful Place To Go Idol 8

myreadingcorner.net/index.php/descriptive/my-georgeous-idol/8

## Idol 8

Read the following text. Then, do the following activity.

Nikita Purnama Willy was born in Jakarta, June 29th, 1994. She is a famous young artist. She stars sinetron and advertisement. Nikita has brown hair. She has big brown eyes and a pointed nose. She has thick pink lips that match with her bright skin. She looks beautiful in her slim body. She has begun her career since seven years old. She is a talented young artist so that she can maintains her career up to now.

After reading the text, write the antonym of the adjectives taken from the text. Click start to do the activity.

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## Wonderful Places to Go

Wonderful Place To Go

Do you know the names of these places? Okay, click "next" to have some activities.



Click for more quizzes >>>

BACK NEXT


start Wonderful Place To G... My Documents Homepage - Microsof...

3:55 PM

## Place 1

Place 1

Answer the following questions. Type your answers in the comment space below so that your friends can see your answers.  
Have you ever visited an amazing place? Can you describe that place?



Click for more quizzes >>>

BACK NEXT

start Place 1 - Google Chro... My Documents Homepage - Microsof...

3:56 PM



## Place 2

myreadingcorner.net/index.php/descriptive/wonderful-place-to-go/2

Create an account

## Place 2

Answer the following questions before going to the next activity. Click the circles in front of the choices.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
5	50	80%	40	00:08:00

Start

More quizzes >>>

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3:57 PM

## Place 3

myreadingcorner.net/index.php/descriptive/wonderful-place-to-go/3

## Place 3

Read aloud the following text. Pay attention to your intonation and pronunciation.

### Borobudur Temple

Borobudur is a Hindu – Buddhist temple. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consisted of eight terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture. The upper three are circular.

The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passages and stairways. The design of Borobudur symbolizes the temple structures at Angkor, Cambodia.

Borobudur temple is a valuable treasure for Indonesian people.

Now, click the play button below to listen the text. Reread the text again.

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## Place 4

myreadingcorner.net/index.php/descriptive/wonderful-place-to-go/4

## Place 4

Study the following explanation.



What is a descriptive text?

[click here](#)

iSpring 1 / 2 00:28 / 00:29

[More descriptive explanations >>>](#)

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start Place 4 - Google Chro... My Documents Homepage - Microsof...

3:58 PM

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## Place 5

myreadingcorner.net/index.php/descriptive/wonderful-place-to-go/5

## Place 5

Based on the previous activities, answer the following questions by clicking on the circles in front of the choices.

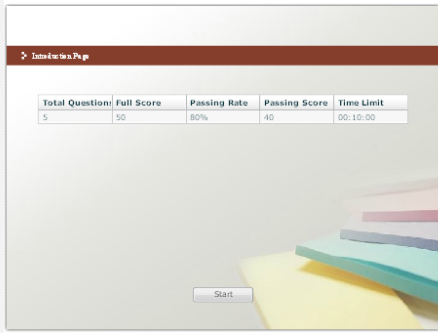
### Borobudur

Borobudur is a Hindu – Buddhist temple. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consisted of eight terraces. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture. The upper three are circular.

The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passages and stairways. The design of Borobudur symbolizes the temple structures at Angkor, Cambodia. Borobudur temple is a valuable treasure for Indonesian people.

[source](#)



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## Place 6


myreadingcorner.net/index.php/descriptive/wonderful-place-to-go/6

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## Place 6

Click on the "quiz" below. After finishing the quiz, back to this page and then click "next".



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## Place 7

myreadingcorner.net/index.php?option=com\_content&view=article&id=53%3Aplace-7&catid=4%3Awonderful-place-to-go&Itemid=1

[Create an account](#)

## Place 7

Click on the "start" to do activity.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
1	10	80%	8	00:08:00

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## Are You Ready?

myreadingcorner.net/index.php/component/content/article/11-test/78-are-you-ready

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### Are You Ready?

To help you know the meaning of a word, click on the "glossary"  
 If you feel unsure to take the test, you may click on "back" or you can go to the "descriptive" menu in the left side to take some more activities.  
 If you are sure to do the test well, click on the "take the test".

**GLOSSARY**

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## Reflection Descriptive

myreadingcorner.net/index.php/descriptive/refelction

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### Reflection Descriptive

To know how far you have learnt, click on the "reflection".

**reflection**

[see the admin >>](#)

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## Glossary - Descriptive

myreadingcorner.net/index.php?option=com\_content&view=article&id=76:glossary-&catid=8:intro

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### Glossary - Descriptive

Words	Meaning	Pronunciation
inhabit (v)	to live in a place	
settlement (n)	a village where a group of people have come to live and make their homes	
forage (v)	to search or hunt for something, especially food and supplies	
termite (n)	a small insect like an ant, found chiefly in tropical areas, that does a lot of damage by eating wood	
yellowish (adj)	rather yellow	
worship (n)	the practice of showing respect for God or a god	
influence (v)	to have an effect or influence on something or on its behaviour	
edifice (n)	a large impressive building	
appearance (n)	the outward form somebody/something has	

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## Descriptive Test

myreadingcorner.net/index.php?option=com\_content&view=article&id=35%3Adescriptive-test&catid=2%3Athe-animal-that-I-love&Itemid=1

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### Descriptive Test

**Quiz**

[see the admin >>](#)

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## The Test Questions

Recount Descriptive Test descriptive test

https://testmoz.com/61192/student/

### descriptive test

Choose the right answers by clicking the circles.

**Question #1 (1 point)**

Read the following text to answer questions 1 - 5.

Rani and her classmates are visiting the Gembira Loka zoo now. They watch the animal show in the zoo. They like Luna, an attractive female bear in the show. Luna is about eight years old. She has dark brown fur. Her eyes are big and sharp. She has a big stomach. It makes her funny. She understands well what the instructor says to her. But sometimes she does not want to do any commands from her instructor. It is not because she is lazy, but it means that Luna wants something to eat for anything she does. She sometimes goes to the audience to give a cheek kiss. Luna is so funny.

What is the best title for the text above?

- ☐ At The Zoo
- ☐ The Funny Luna
- ☐ Bears in The Zoo
- ☐ An Animal Show

**Question #2 (1 point)**

What kind of text is it?

- ☐ Narrative
- ☐ Recount
- ☐ Explanation
- ☐ Descriptive

**Question #3 (1 point)**

What is the purpose of the text?

- ☐ to amuse the readers about a specific thing
- ☐ to describe a particular animal which is called Luna
- ☐ to entertain the readers about Luna

start descriptive test - Goo... My Documents Homepage - Microsof... 4:02 PM

## Recount

Recount

myreadingcorner.net/index.php/recount


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### Recount

Hi students,  
This is a recount page. In this section, you are allowed to choose freely one of the topics below. Happy reading.


*My Dear Diary*



*My Unforgettable Experience*



*The Great People in the World*



Click one of the topics above.

see the admin >> f

start Recount - Google Chr... My Documents Homepage - Microsof... 4:02 PM



My Dear Diary

My Dear Diary

myreadingcorner.net/index.php?option=com\_content&view=article&id=25:my-dear-diary&catid=5:diary&Itemid=10

Username Password Remember Me Login Create an account

## My Dear Diary

What do you feel if you are having such a moment below? Type your answer by clicking the "add comment" below.

Share More info

Negeri Sembilan 20  
MEI 2011 (SABTU) MASA : 12.00 TGH  
EMPAT : SK UNDANG BBAU  
*Pemilihan Penuh*  
ATO' DR. A...  
ADUN K...

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Add comment

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Monday, December 03, 2012 4:03 PM

## Diary 1

Diary 1

Have you ever written such a diary like this? Read aloud the following text. Pay attention to your intonation and pronunciation.

Dear diary,



I got a terrible day today. Early in the morning, I got up with a pain on one of my teeth. I directly remembered that I forgot to brush my teeth last night.

When Mom knocked on my door, I could not open the door. I stayed on my bed holding my cheek. Mom opened the door and asked me what happened. I told her that I got a terrible toothache. She gave me an aspirin to relieve my pain. Then, she asked me to get dressed and then called the dentist.

I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted me to go, but I refused it. Finally, Mom called the dentist to cancel the appointment.

Soon, I regretted my decision because the pain

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## Diary 2


myreadingcorner.net/index.php?option=com\_content&view=article&id=34%3Adiary-2&catid=5%3Adiary&Itemid=1

Create an account

## Diary 2

Click on the "start" to do activity.

Introduction Page



Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
1	10	80%	8	00:05:01

Start

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4:05 PM

## Diary 3

myreadingcorner.net/index.php?option=com\_content&view=article&id=39%3Adiary-3&catid=5%3Adiary&Itemid=1


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## Diary 3

Study the following explanation.

What is a recount text?  
Where do you usually find this kind of text?  
What is the function of a recount text?



click here

iSpring 2 / 4 00:12 / 00:28

More recount explanations >>>

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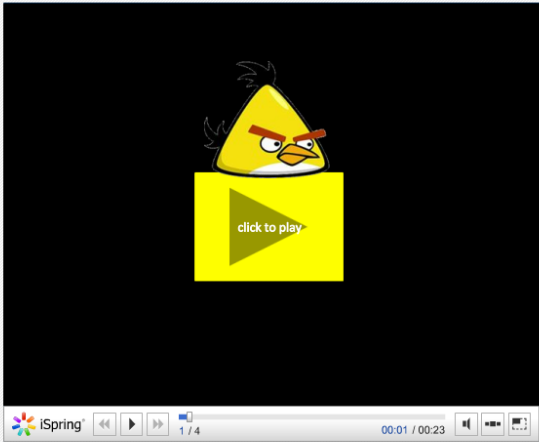
4:05 PM



## Diary 4

Diary 4

Study the following explanation.



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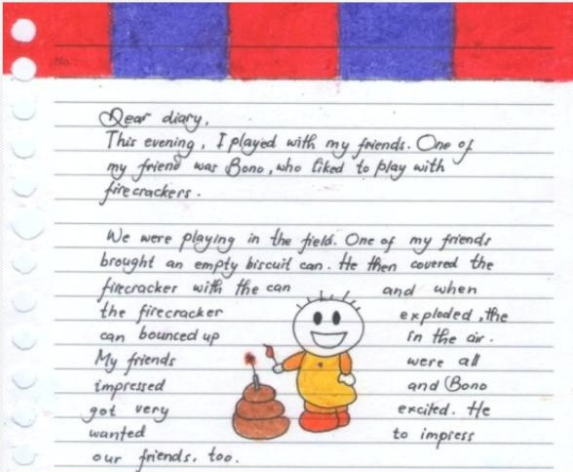
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## Diary 5

Diary 5

Read the following diary. Then, answer the questions by typing your answers in the comment box below.



Dear diary,  
This evening, I played with my friends. One of my friends was Bono, who liked to play with firecrackers.

We were playing in the field. One of my friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. My friends were all impressed and Bono got very excited. He wanted to impress our friends, too.

start | Diary 5 - Google Chro... | Homepage - Microsof...

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## Diary 6

myreadingcorner.net/index.php?option=com\_content&view=article&id=42%3Adiary-6&catid=5%3Adiary&Itemid=1

### Diary 6

Answer the following multiple choice questions based on the information on the text. Click on the circles in front of the appropriate answer.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
4	40	80%	32	00:08:00

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## Diary 7

myreadingcorner.net/index.php?option=com\_content&view=article&id=43%3Adiary-7&catid=5%3Adiary&Itemid=1

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### Diary 7

Click on the "start" to do the activity.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
1	10	80%	8	00:08:00

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Adapted from *Practice Your English Competence* page 48

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## Are You Ready?

Are you ready?

To help you know the meaning of a word, click on "glossary"  
 If you feel unsure to take the test, you may click on "back" or you can go to the "recount" menu in the left side to take some more activities.  
 If you are sure to do the test well, click on "take the test".

**GLOSSARY**

BACK

Take the Test >>

see the admin >>

DESIGN BY JOOM/SPRIT

## My Unforgettable Experience

My Unforgettable Experience

Rearrange the following pieces into a complete photograph.  
[create your puzzle at flash-gear.com](#)

Loading the puzzle...

Roll the mouse over this area to finish loading the puzzle.

[create your puzzle at flash-gear.com](#)  
 provided by flash-gear.com

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## Experience 1

myreadingcorner.net/index.php?option=com\_content&view=article&id=55%3Aexperience-1&catid=6%3Amy-unforgettable-moment&Itemid=1

Username  Remember Me  [Create an account](#)

### Experience 1

Look at the following pictures. Then, answer the question. Type your answers in the comment box below.



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## Experience 2

myreadingcorner.net/index.php?option=com\_content&view=article&id=56%3Aexperience-2&catid=6%3Amy-unforgettable-moment&Itemid=1

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### Experience 2

Click on the "start" to do the activity.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score
1	10	80%	8

Start

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## Experience 3

myreadingcorner.net/index.php?option=com\_content&view=article&id=57%3Aexperience-3&catid=6%3Amy-unforgettable-moments&Itemid=1

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## Experience 3



Read aloud the following text. Pay attention to your intonation and pronunciation.

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practiced dancing diligently.

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought. Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

*Adapted from Scaffolding page 112*

Now, listen to the text above by clicking the play button below. Reread the text.

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## Experience 4


myreadingcorner.net/index.php?option=com\_content&view=article&id=58%3Aexperience-4&catid=6%3Amy-unforgettable-moments&Itemid=1

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## Experience 4

Study the following explanation.

What is a recount text?  
 Where do you usually find this kind of text?  
 What is the function of a recount text?



iSpring 2 / 5 00:12 / 00:42

[More recount explanations >>>](#)

start Experience 4 - Google... Homepage - Microsof...

4:13 PM



## Experience 5

myreadingcorner.net/index.php?option=com\_content&view=article&id=59%3Aexperience-5&catid=6%3Amy-unforgettable-moment&Itemid=1

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### Experience 5

One day Vita fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Vita vomited. All other students stopped writing. Mrs. Retno helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

"I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week rest", said the doctor. Adapted from Contextual Teaching and Learning page 32

After reading the text, type the generic structure of the text above in the comment space below. Click "add comment" first, to type your answers.

[Add comment](#)

1 Comments

[see the admin >>](#)

start Experience 5 - Googl... Homepage - Microsof...

## Experience 6

myreadingcorner.net/index.php?option=com\_content&view=article&id=60%3Aexperience-6&catid=6%3Amy-unforgettable-moment&Itemid=1

Username  Remember Me

[Create an account](#)

### Experience 6

Click on the "start" to do the activity.

**Introduction Page**

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
5	50	80%	40	00:05:00

[Start](#)

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8-metre long python and brought it to the authority of the zoo in this town.

The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

Adapted from Contextual Teaching and Learning page 20

start Experience 6 - Googl... Homepage - Microsof...

## Experience 7

Experience 7

Click on the "start" to do the activity.

Total Questions	Full Score	Passing Rate	Passing Score
1	10	80%	8

Start

BACK NEXT

start Experience 7 - Google... Homepage - Microsof...

4:15 PM

## Experience 8

Experience 8

Click the on the "quiz" below.

Quiz

BACK NEXT

see the admin >> f

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- Descriptive
- Recount
- More Reading
- Forum
- Download Area

Experience 8 - Google... Homepage - Microsof...

4:16 PM



## The Questions of Experience 8

Experience 9    My Unforgettable Experience

https://testmoz.com/61924/student/

### My Unforgettable Experience 8

Complete the missing words. Choose the right answers by clicking the circles in front of a, b, c, or d.

**Question #1 (1 point)**

Yesterday, after the movie was over, I (1)..... the cinema quickly. My watch (2)..... 11.30 p.m. as I got on to my bicycle. I pedaled hard on my bicycle and was soon speeding home. My thought (3)..... back to the movie I had just seen. It (4)..... a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow, that frightful scene (5)..... in my mind and I could not forget it.

The road was dark and quiet. I (6)..... to pass a graveyard on the way home. As I approached the graveyard, I (7)..... some sounds behind me. I (8)..... frightened and began to cycle faster. The sound came nearer and nearer. Then I heard a familiar voice calling me. I looked back and (9)..... Hadi, my classmate. He had also seen the movie and was so frightened too. He had cycled after me so that he would not be alone. Both of us (10)..... out loud.

Adapted from English in Focus page 56

☐ left  
☐ leave  
☐ was leaving  
☐ has left

**Question #2 (1 point)**

☐ show  
☐ shows  
☐ showed  
☐ showing

**Question #3 (1 point)**

☐ go  
☐ goes

start    My Unforgettable Ex...    Homepage - Microsof...

4:16 PM

## Experience 9

Experience 9    My Unforgettable Experience

myreadingcorner.net/index.php?option=com\_content&view=article&id=62%3Aexperience-9&catid=6%3Amy-unforgettable-moment&Itemid=1

Username    Password    Remember Me    Login

[Create an account](#)

### Experience 9

Change the present tense form of each sentence into the past tense form. Type your paragraphs on the comment box below in once, then click submit.

I have a bad experience this morning. I have just celebrated my 15<sup>th</sup> birthday yesterday. The party is very good. When I get up this morning, I feel very happy about the party.

I get on with my usual morning activities and go to school. When I arrive at school and enter my classroom, everybody is looking at me. I wonder, "Why are they looking at me?"

I don't think about it much, so I sit on my usual chair. Suddenly, all of my friends are laughing. They are pointing at my face. I feel very embarrassed so I run to the rest room.

There is a mirror there. I look to the mirror to find out why. I am surprised to see a big red pimple on my forehead. My classmates are laughing at me because I look like an Indian actress. I have never had pimple before, so the whole day I have to cover my forehead with a head band.

Adapted from English in Focus page 69

[BACK](#)    [NEXT](#)

start    Experience 9 - Googl...    Homepage - Microsof...

4:16 PM

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## Are You Ready?

Are you ready?

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## Are you ready?

To help you know the meaning of a word, click on "glossary"  
 If you feel unsure to take the test, you may click on "back" or you can go to the "recount" menu in the left side to take some more activities.  
 If you are sure to do the test well, click on "take the test".

**GLOSSARY**

**BACK**

**Take the Test**

[see the admin >>](#)

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## The Great People in the World

The Great People in the World

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## The Great People in the World

Arrange the following puzzle into a complete photograph. Then, click "next" to go to the next activity.

[create your puzzle at flash-gear.com](#)

Loading the puzzle...

Roll the mouse over this area to finish loading the puzzle.

**Main Menu**

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## People 1

myreadingcorner.net/index.php?option=com\_content&view=article&id=63%3Apeople-1&catid=7%3Abiology&Itemid=1

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### People 1



source of picture 1,source of picture 2,  
source of picture 3,source of picture 4,

Mention their names and their jobs or inventions in the comment box below. Click "add comment" to type your answers.

[BACK](#) [NEXT](#)

start People 1 - Google Chr... Homepage - Microsof...

## People 2

myreadingcorner.net/index.php?option=com\_content&view=article&id=64%3Apeople-2&catid=7%3Abiology&Itemid=1

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### People 2

Read aloud the following text. Pay attention to your intonation and pronunciation.

Thomas Alva Edison was born in Milan, Ohio, on February 11<sup>th</sup>, 1847. He attended school for only three months, in Port Huron, Michigan. When he was 12 years old he began selling newspapers on the Grand Trunk Railway. In 1862 he published a weekly, known as the Grand Trunk Herald. It is printed in a freight car that also served as his laboratory.

He also worked as a telegraph operator. While working as a telegraph operator, he made his first important invention, a telegraphic repeating instrument that enabled messages to be transmitted automatically over a second line without the presence of an operator.

In 1887 Edison announced his invention of a phonograph by which sound could be recorded mechanically on a tinfoil cylinder. Two years later, he exhibited publicly his incandescent electric light bulb, his most important invention. In 1888 he invented the kinetoscope, the first machine to produce motion pictures by a rapid succession of individual views.

He also developed a phonograph in which the sound was impressed on a disk instead of a cylinder. His other discoveries include the electric pen, the mimeograph, the microtasmeter (used for detection of minute changes in temperature), and a wireless telegraphic method for communicating with moving

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start People 2 - Google Chr... Homepage - Microsof...



## People 2

myreadingcorner.net/index.php?option=com\_content&view=article&id=65%3Apeople-3&catid=7%3A biography&Itemid=1

Username: \*\*\*\*\* Remember Me Login  
Create an account

### People 3

Let's pronounce these words together. Click on the play buttons to hear the pronunciation.

words	pronunciation
born	[bɔ:n]
worked	['wɜ:k]
important	[im'pɔ:tnt]
invention	[in'venʃn]
exhibit	[ig'zɪbɪt]
technologist	[tek'nɒlədʒɪst]
scientist	['saɪəntɪst]

born [play] [stop] [repeat] [info]  
worked [play] [stop] [repeat] [info]  
important [play] [stop] [repeat] [info]  
invention [play] [stop] [repeat] [info]  
exhibit [play] [stop] [repeat] [info]  
technologist [play] [stop] [repeat] [info]

Homepage - Microsoft Word

start People 3 - Google Chr... Homepage - Microsof...

4:23 PM

## People 4


myreadingcorner.net/index.php?option=com\_content&view=article&id=66%3Apeople-4&catid=7%3A biography&Itemid=1

Username: \*\*\*\*\* Remember Me Login  
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### People 4

Study the following explanation.

What is a recount text?  
Where do you usually find this kind of text?  
What is the function of a recount text?



iSpring 2 / 4 00:12 / 00:28

More recount explanations >>>

start People 4 - Google Chr... Homepage - Microsof...

4:24 PM

## People 5

myreadingcorner.net/index.php?option=com\_content&view=article&id=67%3Apeople-5&catid=7%3A Biography&Itemid=1

### People 5

Click on the "start" to do the activity.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
1	10	80%	8	00:08:00

Start

BACK NEXT

start People 5 - Google Chr... Homepage - Microsof...

4:26 PM

## People 6

myreadingcorner.net/index.php?option=com\_content&view=article&id=68%3Apeople-6&catid=7%3A Biography&Itemid=1

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Create an account

### People 6

Read the following text. Then, answer the following question in the comment box below.

Zuckerberg

Mark Elliot Zuckerberg, businessman, co-founder of Facebook, was born on May 14th, 1984, in Dobbs Ferry, New York, into a comfortable, well-educated family. His father ran a dental practice. His mother worked as a psychiatrist.

Zuckerberg developed an interest in computers at an early age; when he was about 12, he used Atari BASIC to create a messaging program he named "Zucknet". The family used Zucknet to communicate within the house. Together with his friend, he also created computer games just for fun. To keep up Marks's interest in computers, his parents hired a private computer tutor to come to the house once a week.

Zuckerberg later studied at Philips Exeter Academy, an exclusive preparatory school in New Hampshire. While still in high school, he created an early version of the music software Pandora, which he called Synapse. After graduating from Exeter in 2002, Zuckerberg enrolled at Harvard University. He built a program called CourseMatch, which helped students choose their classes based on the course selections of other users. He also invented Facemash, which compared the pictures of two students on campus and allowed users to vote which one was more attractive.

Zuckerberg invented many computer programs. One of the most famous inventions of him is a social network called Facebook. It is widely used in all over the world.

*Adapted from <http://www.biography.com/articles/Mark-Zuckerberg-507402> downloaded on July 25th, 2011*

Question: What is the purpose of the text above?

Homepage - Microsoft Word

start People 6 - Google Chr... Homepage - Microsof...

4:26 PM



## People 7

myreadingcorner.net/index.php?option=com\_content&view=article&id=69%3Apeople-7&catid=7%3A biography&Itemid=1

Username: \*\*\*\*\* Remember Me Login  
Create an account

### People 7

Based on the previous text, decide whether the following statements are true or false. Click on the circles of the appropriate answers.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
10	100	80%	80	00:08:00

Start

BACK NEXT

start People 7 - Google Chr... Homepage - Microsof...

4:27 PM

## People 8

myreadingcorner.net/index.php?option=com\_content&view=article&id=70%3Apeople-8&catid=7%3A biography&Itemid=1

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Create an account

### People 8

Change the bold words below into their past forms. Type your answers on the boxes given. Please type the words only.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
5	50	80%	40	00:08:00

Start

BACK NEXT

start People 8 - Google Chr... Homepage - Microsoft Word

4:29 PM

## People 9

myreadingcorner.net/index.php?option=com\_content&view=article&id=71%3Apeople-9&catid=7%3A Biography&Itemid=1

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### People 9

Rearrange the jumbled sentences below. Drag the boxes up and down to make an appropriate sequence of text.

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score	Time Limit
1	10	80%	8	00:05:00

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## Are You Ready?

myreadingcorner.net/index.php/component/content/article/12-evaluation/79-are-you-ready

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### Are you ready?

To help you know the meaning of a word, click on "[glossary](#)".  
 If you feel unsure to take the test, you may click on "[back](#)" or you can go to the "[recount](#)" menu in the left side to take some more activities.  
 If you are sure to do the test well, click on "[take the test](#)".

**G L O O S S A R Y**

[BACK](#)

[Take the Test](#)

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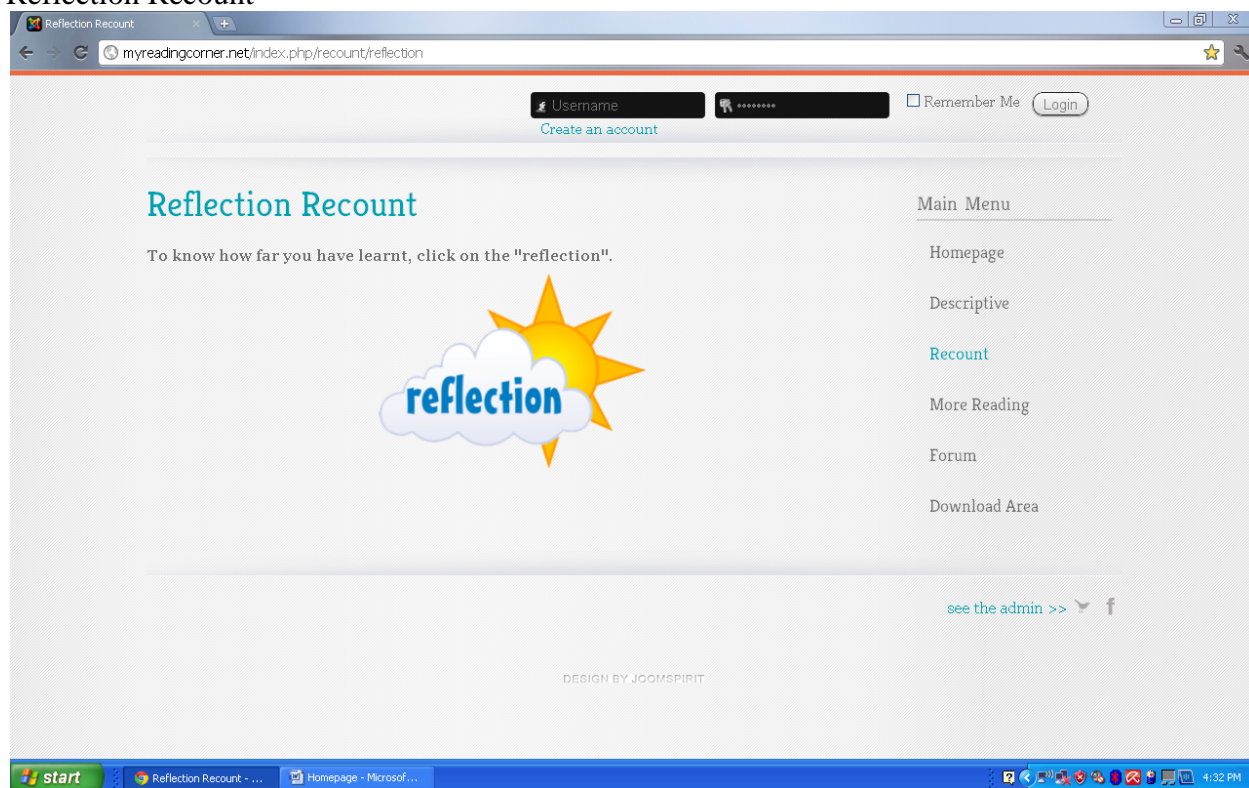
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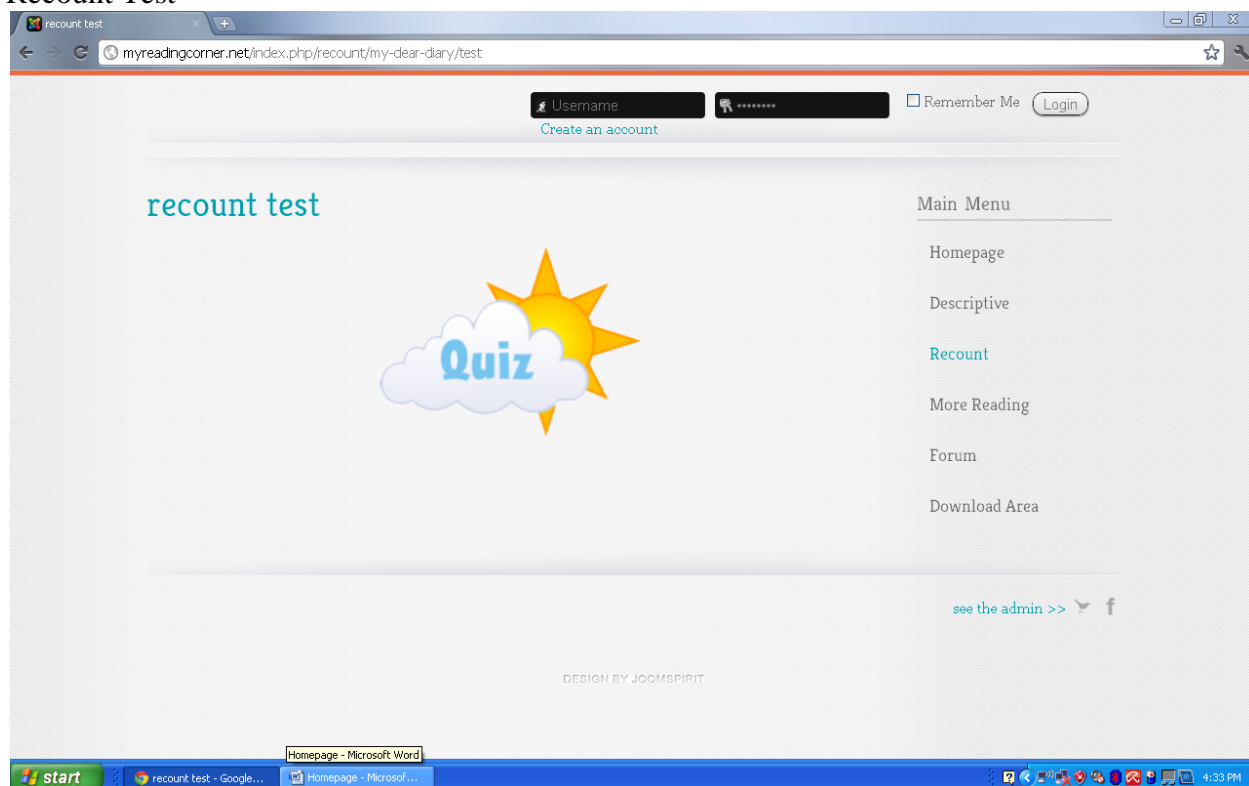
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## Reflection Recount



## Recount Test





## The Questions of Recount Test

**recount test**

Choose the right answers by clicking one of the circles in each question.

**Question #1 (1 point)**

Read the following text to answer questions 1-5.

My father died five years ago when I was 3 years old. He left my mother and me, their only boy. Last year my mother married Mr. Daud. He was a widower and he got two children, Andi and Siska. Mr Daud now becomes my step father. Andi and Siska become my step brother and step sister. Both of them are older than me. We live happily in my step father's house. Now, we are waiting for the birth of my mother's baby.

What is the purpose of the text?

- ☐ To entertain the readers about past events.
- ☐ To explain the reader the writer's experience.
- ☐ To describe a particular person or thing.
- ☐ To retell the readers about writer's past event.

**Question #2 (1 point)**

Which sentence belongs to re-orientation?

- ☐ We live happily in my step father's house.
- ☐ Mr Daud now becomes my step father.
- ☐ He was a widower and he got two children, Andi and Siska.
- ☐ My father died five years ago when I was 3 years old.

**Question #3 (1 point)**

How many children did Mr. Daud have before he married the writer's mother?

- ☐ none
- ☐ one
- ☐ two
- ☐ three

## More Reading Activities

more reading activities

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**more reading activities**

Click on one of the titles below to read the complete text.

**Descriptive**

- [Jakarta](#)
- [Prambanan Temple](#)
- [The White House](#)

**Recount**

- [Maxwell Loses a Tooth](#)
- [My Fantastic Holiday](#)
- [Vacation to London](#)
- [William Wilberforce](#)

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- [Download Area](#)

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## Forum

Forum

Board Index Latest Posts

Welcome Guest [Register] [Login]

descriptive texts

Forums	Topics	Posts	Last Post
descriptive	0	0	

recount texts

Forums	Topics	Posts	Last Post
recount	0	0	

others

Forums	Topics	Posts	Last Post
comments and suggestions	0	0	

Board Statistics

Total Categories: 3 Total Forums: 3 Total Threads: 3 Total Posts: 3

Main Menu

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## Download Area

Downloads

Overview Search Downloads

Select Category

Number of Categories: 2

descriptive Files: 1

recount Files: 2

Powered by jDownloads

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## Administrator Info

administrator info

myreadingcorner.net/index.php?option=com\_content&view=article&id=2481&Itemid=2

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Rika Naila Luthfa  
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English Education Department  
Yogyakarta State University  
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start administrator info - G... Homepage - Microsof...

4:35 PM

# APPENDIX F

### The Organization of the Questionnaire

No.	The Purpose	Item Number	References
Material Aspects			
1.	To find out the relevance and the appropriateness of the materials.	1, 2	BSNP (2006), Nunan (2004:174), Tomlinson (2008:120), Nesbit, Li, and Leacock (2005: 104)
2.	To find out the suitability of the materials to the students.	3	
3.	To find out the appropriateness of the tasks’ structure.	4, 10, 12	
4.	To find out the materials’ attractiveness.	5, 8, 19	
5.	To find out the use of accurate and natural language.	6, 7, 9, 11, 13	
6.	To find out the setting of the tasks.	14	
7.	To find out the effectiveness of learning presentation.	15, 16, 20	
8.	To find out the learning presentation’s requirements.	17, 18	
Media Aspects			
1.	To find out the appropriateness of the presentation design of the web.	1, 2, 3, 7	Brandl (2002:96), Nesbit, Belfer, and Leacock in Leacock and Nesbit (2007:45), Mayer in Mishra and Sharma (2005:14), Clark and Mayer in Fre and Sutton (2010:4), Stemler (1997:2), Lee and Owens (2004:145), Nesbit, Li, and Leacock (2005: 104), Aguilar (2011:2)
2	To find out the instructional web use clarity.	4, 5, 11, 12	
4	To find out the accessibility of the web.	6, 19	
5.	To find out the availability of feedbacks and adaptation.	17, 18	
6.	To find out the students’ motivation towards the use of the web.	20	
7.	To find out the quality performance of the displayed video and audio components and physical appearance.	8, 9, 10, 13, 14, 15, 16	

### ANGKET VALIDASI UNTUK SISWA

Angket ini digunakan untuk mendapatkan informasi tentang pendapat adik-adik tentang media dan materi yang telah dikembangkan dan diberikan kepada adik-adik selama kegiatan belajar mengajar berlangsung. Angket ini tidak bertujuan untuk menguji adik-adik, jadi tidak akan berpengaruh terhadap nilai adik-adik selama dikelas, jadi adik-adik diharapkan mengisi angket ini secara jujur sesuai dengan yang adik rasakan dan pikirkan.

Angket ini terdiri dari tiga bagian, yang pertama adalah bagian (A) yang berisi data pribadi adik-adik. Contoh:

Nama : Rika Naila Luthfa  
 Umur : 12 tahun  
 Jenis kelamin : ☐ Perempuan ☐ Laki-laki

bagian (B) berisi pernyataan-pernyataan yang harus dijawab dengan memilih salah satu jawaban dengan memberi tanda *checklist* ( ) pada salah satu kolom jawaban yang tersedia.

Contoh:

Pilih **SS** jika adik **sangat setuju** dengan pernyataan yang ada.

Pilih **S** jika adik **setuju** dengan pernyataan yang ada.

Pilih **R** jika adik **ragu** dengan pernyataan yang ada.

Pilih **TS** jika adik **tidak setuju** dengan pernyataan yang ada.

Pilih **STS** jika adik **sangat tidak setuju** dengan pernyataan yang ada.

No	Pernyataan	Jawaban				
		SS	S	R	TS	STS
1.	Materi yang diberikan menarik bagi saya.					
2.	Materi yang diajarkan meningkatkan motivasi belajar saya.					

dan bagian yang ketiga berisi pernyataan yang berkaitan dengan pendapat adik tentang media dan materi yang telah dikembangkan.



### ANGKET VALIDASI UNTUK SISWA

Angket ini bertujuan untuk mengetahui pendapat siswa tentang media dan materi yang dikembangkan.

A. Tulis data-data adik di bawah ini.

Nama : .....

Umur : .....

Jenis kelamin : ☐ Perempuan ☐ Laki-laki

B. Pilihlah salah satu jawaban untuk merespon pernyataan-pernyataan dibawah ini.

No	Pernyataan	Jawaban				
		SS	S	R	TS	STS
Aspek Materi						
1	Materi yang ada di website sesuai dengan kebutuhan saya.					
2	Topik yang digunakan berhubungan dengan kehidupan saya sehari-hari.					
3	Materi yang ada di website sesuai dengan tingkat kemampuan saya.					
4	Materi yang ada di website tersusun secara baik dan logis.					
5	Tampilan materi jelas dan menarik.					
6	Perintah dalam setiap materi jelas dan mudah dimengerti.					
7	Bahasa yang digunakan dalam materi jelas dan mudah dipahami.					
8	Materi yang ada di website bervariasi.					
9	Bahasa yang digunakan dalam materi sesuai dengan kaidah bahasa Inggris.					
10	Materi tersusun dari kegiatan yang terstruktur ke kegiatan mandiri.					
11	Penjelasan dan informasi yang disediakan jelas.					
12	Kegiatan dalam materi disusun dari yang lebih mudah ke yang lebih sulit.					
13	Contoh yang diberikan mudah dipahami.					
14	Kegiatan-kegiatan yang disediakan memacu saya untuk belajar secara mandiri.					
15	Umpan balik yang disediakan memberikan informasi yang cukup.					
16	Ada test akhir di setiap unit materi.					
17	Kegiatan <i>reflection</i> memberi gambaran kepada saya untuk mengetahui seberapa besar pemahaman saya terhadap materi yang sudah dipelajari.					

18	<i>Glossaries</i> memberikan tambahan informasi yang berguna bagi saya.					
19	Penggunaan gambar, animasi, suara, dan video sesuai dengan materi.					
20	Ada beberapa tautan ( <i>links</i> ) ke website lain yang dapat digunakan sebagai referensi tambahan.					
<b>Aspek Media</b>						
21	Desain website mendukung kesesuaian antara materi yang diajarkan dengan siswa.					
22	Pengaturan tata letak pada website tetap (konsisten).					
23	Tampilan keseluruhan website sesuai dengan isi materi.					
24	Istilah-istilah yang ada di website mudah dimengerti.					
25	Menu-menu yang ada di website sederhana dan mudah dipahami.					
26	Menu dapat dipilih secara bebas oleh saya.					
27	Penggunaan warna pada keseluruhan tampilan website sudah sesuai.					
28	Ukuran huruf yang digunakan pada website dapat terbaca.					
29	Jenis huruf yang digunakan pada website dapat terbaca.					
30	Segala bentuk tulisan yang ada di website dapat terbaca.					
31	Perintah-perintah yang ada di website jelas dan mudah dimengerti.					
32	Penggunaan animasi, gambar, suara, dan video mendukung pemaparan materi.					
33	Kualitas gambar-gambar yang digunakan bagus.					
34	Kualitas suara yang digunakan bagus.					
35	Animasi yang digunakan berfungsi dengan baik.					
36	Penempatan gambar di dalam website sudah efektif.					
37	Pemberian nilai pada setiap kegiatan sudah baik.					
38	Umpan balik ( <i>feedback</i> ) diberikan setelah siswa menjawab pertanyaan.					
39	Kecepatan akses website lancar.					
40	Website ini mendorong motivasi belajar saya.					

C. Jawablah pertanyaan-pertanyaan dibawah ini:

1. Bagaimana pendapat adik tentang materi dan website yang telah dikembangkan?

.....  
.....  
.....  
.....  
.....  
.....

2. Menurut adik, apa kekurangan dari materi dan website yang telah dikembangkan?

.....  
.....  
.....  
.....  
.....  
.....

3. Apa saran adik untuk memperbaiki kekurangan pada materi dan website yang dikembangkan ini?

.....  
.....  
.....  
.....  
.....  
.....

☺Terima Kasih☺

# APPENDIX G

### Interview Guidelines

The relevance of the materials with the learning competence.
The relationship between the topics which are used and the students' daily life.
The suitability of the materials for the students.
The sequence of the materials whether they are sequenced logically or not.
The attractiveness of the materials appearance.
The clarity of the instruction.
The effectiveness of the language.
The variety of activities.
The use of appropriate grammar in the materials.
The logical sequence of the tasks from dependent to independent ones.
The clarity of the explanation.
The development of tasks is from easier to more difficult.
The clarity of the examples provided.
The students' engagement in the tasks.
The effectiveness of the feedback.
The provision of the evaluation task in each genre text.
The usefulness of reflection.
The usefulness of the glossary.
The appropriateness of the animation, pictures, and sounds.
The provision of links in the materials.
The students' engagement towards the website design.
The consistency of the layout.
The appropriateness of the template.
The clarity of the technical terms.
The clarity of the menus.
The freedom to choose the menus.
The arrangement or the colors composition.
The size of the fonts.
The styles of the fonts.
The readability of the texts.
The clarity of the instructions.
The appropriate use of the animations, pictures, and sounds.
The pictures quality.
The audios quality.

The animations quality.
The effectiveness of the pictures placement.
The availability of scores for users.
The availability of feedbacks.
The loading speed of the website.
The students' motivation towards the use of the website.



## The Interview Transcript I

### Interview Result

**Name** : Rahmat Nur Eka Pratama  
**Class** : VIII-D  
**Day, and Date** : Saturday 24<sup>th</sup>, 2012  
**Place** : Computer Laboratory

**R: Researcher**

**S: Student**

R : Siang dek, saya minta waktu sebentar ya, sebelum bel masuk. Saya mau tanya-tanya tentang website yang dipakai tadi.

S : Iya miss, silakan.

R : Menurut Dek Rahmat, materi yang ada di website apakah sudah sesuai dengan kebutuhan adik, apa belum?

S : Oh, sudah miss. Sudah sesuai kebutuhan saya. Kan di buku juga ada deskriptif dan recount, jadi saya juga perlu belajar lebih banyak.

R : Bagaimana dengan topiknya? Atau judulnya? Apakah berhubungan dengan kehidupan sehari-hari adik?

S : Berhubungan miss.

R : Kalau tingkat kesulitan materinya gimana?

S : Lumayan miss, hehe..

R : Lumayan apa ini maksudnya? Hehe..

S : Lumayan, gak terlalu gampang, dan nggak terlalu susah juga. Kalo yang puzzle itu gampang.

R : Oooh, gitu ya. Kalau susunan materinya gimana? Apakah sudah baik apa belum?

S : Menurut saya sih sudah miss.

R : Menurut Dek Rahmat, penampilan materinya jelas dan menarik nggak?

S : Jelas miss, tapi ada yang ngeblur. Soalnya saya enggak pake kacamata sih, jadi enggak begitu jelas sebenarnya, hahaha..

R : Lah, kok enggak dipakai kacamatanya? Tapi tadi bisa mengikuti kegiatan kan?

S : Bisa kok miss, bisa. Tadi tak taruh di laci meja, eee malah ketinggalan. Hehe.. Baru pakai kacamata Miss, jadi belum biasa dan sering lupa kacamata.

R : oooh, gitu to. Emmm, kalau perintah-perintah yang ada di website tadi apakah sudah jelas dan mudah dimengerti?

S : Iya, sudah jelas miss.

R : Kalau bahasanya gimana? Susah enggak buat dipahami?

S : Gampang-gampang susah Miss. Kalau saya sih mengira-ngira miss, soalnya enggak semua kata saya tahu artinya. Tapi saya tahu maksudnya.

R : Kalau materinya, bervariasi atau tidak?

S : Bervariasi miss, macem-macem.

R : Dek Rahmat tadi sudah mengerjakan satu unit sampai selesai kan? Menurut Dek Rahmat, materinya tersusun dari yang mudah ke yang sulit atau bagaimana?

S : Kayaknya sih begitu miss, soalnya tadi yang awal-awal itu gampang dikerjain.

R : Di website kan ada penjelasannya mengenai materi yang sedang dipelajari, kira-kira penjelasan-penjelasan itu mudah dipahami atau tidak?

S : Mudah miss, mirip ya kayak penjelasan di buku.

R : Kalau mengerjakan kegiatan-kegiatan yang ada di website tadi, Dek Rahmat bersemangat nggak untuk mengerjakan sendiri?

S : Iya miss, tadi saya ngerjain sendiri. Kayaknya juga asyik kalo dikerjain sendiri. Kalo salah nggak ada yang tahu, hehe..

R : Feedback yang diberikan setelah mengerjakan apakah sudah cukup membantu?

S : Yang kalo habis ngerjain soal muncul benar atau salahnya itu ya miss?

R : Iya..

S : Membantu sekali miss, jadi langsung tahu benar atau salahnya, trus jawaban benarnya apa.

R : Kalau soal evaluasinya gimana?

S : Kebanyakan itu miss, jadi ngerjainnya lama. Tapi seru sih miss, bisa tahu nilainya berapa. Jadi kalo ngerjain lagi bisa lihat kemajuannya. Atau malah kemundurannya, hahaha...

R : Hehe.. ada ada saja kamu Dek. Kalau glossaries -nya gimana? Informasinya berguna nggak?

S : Yang mana itu miss?

R : Yang ada tabel isinya kosa kata trus ada audio pengucapannya.

S : Oh itu tadi di komputer saya nggak ada suaranya miss. Loadingnya lama. Tapi jadi ngerti bahasa inggrisnya rayap. Hehehe..

R : Hehehe.. Kalau gambar, audio, video, dan animasi, cocok nggak sama materinya?

S : Cocok miss.

R : Nah, kalau desain websitenya menurut Dek Rahmat gimana?

S : Bagus miss. Warnanya putih, jadi netral.

R : Ada kesulitan nggak dalam mengakses website? Misalnya kesulitan mencari tombol atau menu.

S : Enggak miss. Tombolnya enggak ngumpet kok, hehehe..

R : Waduh, hahaha... Oke, sekarang kalau komposisi warnanya gimana? Secara keseluruhan aja.

S : Emmm.. menurut saya sih karena dasarnya putih, jadi mau dikasih apa-apa jadi bagus. Jelas gitu lho miss. Enggak ada yang warnanya tabrakan.

R : Hehe.. oh gitu.. Kalau bentuk huruf, atau ukuran huruf, ada yang nggak jelas atau nggak bisa dibaca?

S : Nggak ada miss.

R : Kalau kualitas gambar, suara, video, dan animasi gimana?

S : Lumayan miss. Kalau suara sama video tadi saya nggak bisa miss. Kelamaan loadingnya, jadi saya next next aja.

R : Oh gitu ya.. Kalau pemberian nilainya gimana?

S : Gimana apanya miss?

R : Gimana ya? Haha... maksud saya sudah bagus belum pemberian nilainya.

S : Bagus miss, jadi bisa lihat niai temen-temen. Eh .. hehehe

R : Hmmm.. loh, kok malah nilai temen-temen? Bukan nilai sendiri?

S : Ya kan bisa dibandingin sama temen miss. Nilai saya lebih bagus apa lebih jelek, gitu miss.

R : Oh, ya ya ya... Kalau kecepatan aksesnya tadi gimana?

S : Lama miss. Lama banget.

R : Iya sih memang lama, soalnya koneksinya lagi down kata Pak Eko. Oke, kira-kira nih, kalau Dek Rahmat belajar pakai website tadi, Dek Rahmat semangat nggak? Atau malah males?

S : Wah kalau aku sih seneng miss. Pakai buku bosan e miss. Kalau pelajaran bahasa Inggris kayak gini aja terus aku mau miss. Besok Senin pakai ini lagi kan miss?

R : Hehe, besok Senin yang ngajar Bu Puji, kalau mau bisa minta pakai ini lagi.

S : Lha miss Rika nggak ngajar lagi?

R : Enggak. Hari ini terakhir. Yaudah Makasih ya Dek Rahmat atas waktu dan kerjasamanya. Salam buat temen-temen VIII-D.

S : Iya miss, sama-sama. Makasih juga lho miss. Maaf ya, kelas VIII-D nakal-nakal. Hehehe..

R : Wah, kamu juga nakal berarti? Hehe..

S : Kecuali saya miss. Saya ke kelas ya miss, makasih miss.

R : Iya, makasih ya.

## The Interview Transcript II

### Interview Result

**Name** : Ibnu Aziz Julianto  
**Class** : VIII-D  
**Day, and Date** : Saturday 24<sup>th</sup>, 2012  
**Place** : Computer Laboratory

**R: Researcher**

**S: Student**

R : Saya minta waktu sebentar ya Dek.

S : Iya Miss, silakan.

R : Oke, saya mau tanya tentang materi dulu. Menurut Dek Ibnu, tadi materi yang ada di website apakah sesuai dengan kebutuhan adik?

S : Iya Miss, sesuai.

R : Kalau topiknya, apakah ada hubungannya dengan keseharian Dek Ibnu?

S : Jelas ada Miss, kan tiap hari ketemu hewan, ngomongin artis, hehehe...

R : Oh gitu ya, hehe... Menurut Dek Ibnu, materinya sesuai dengan tingkat kemampuan adik apa tidak?

S : Menurut saya sih sesuai Miss. Tadi banyak yang bisa saya kerjain kok.

R : Oh, berarti ada yang gak bisa dikerjain?

S : Bukan gak bisa Miss, tapi belum. Tadi gantian sama Angga.

R : Oh, kirain.. Oke berarti Dek Ibnu tadi sudah ngerjain beberapa soal ya, kemarin sudah pernah ngerjain satu unit dari awal sampai akhir juga kan? Nah kalau menurut Dek Ibnu nih, susunan materinya gimana?

S : Susunannya? Bagus Miss. Kayak bertahap gitu susahnyanya. Awal-awal gampang banget, udah seneng-seneng bisa ngerjain, lama-lama kok jadi susah ya.. hehe...

R : Susah apa sulit? Hehe..

S : Sulit Miss.

R : Hehe.. Kalau tampilan materinya gimana Dek? Menarik atau tidak?

S : Menarik Miss, menarik banget. Gambarnya lucu-lucu. Hehe..

R : Kalau perintah-perintahnya, menurut Dek Ibnu mudah dipahami atau tidak?

S : Lumayan Miss.

R : Variasi aktifitasnya gimana Dek? Cukup bervariasi atau gimana menurut Dek Ibnu?

S : Bervariasi Miss, enggak kayak di buku, itu-itu aja.

R : Kira-kira penjelasan dan informasi tentang materi yang ada di website tadi jelas tidak?

S : Emmm.. Lumayan.

R : Kalau Dek Ibnu belajar pakai website tadi, kira-kira Dek Ibnu bakal semangat nggak untuk belajar sendiri secara mandiri?

S : Saya malah seneng Miss. Hahaha..

R : Kalau soal-soal di tes akhirnya gimana?

S : Oh yang tiga puluh soal itu ya? Kebanyakan itu Miss, kemarin saya belum selesai ngerjain malah sudah bel.

R : Oh, kebanyakan ya kalau tiga puluh soal? Trus tadi dikerjain lagi nggak?

S : Tadi pas awal-awal saya ngerjain soal itu lagi Miss, penasaran kira-kira nilai saya berapa. Hehe... Trus tadi gantian sama Angga. Angga juga ngerjain soal itu Miss.

R : Trus hasilnya?

S : Hehe.. jelek Miss. Cuma betul dua belas. Angga betul 8 malah. Hehe..

R : Soalnya susah atau gimana?

S : Lumayan Miss. Banyak bacaannya itu lho Miss. Nggak konsen juga tadi pada rame.

R : Oh gitu ya? Ya namanya saja materi reading, jadi banyak bacaannya. Kalau gambar, animasi, video, dan audionya kira-kira sudah sesuai belum dengan materinya.

S : Sudah Miss. Sudah sesuai.

R : Selama belajar pakai website, Dek Ibnu pernah meng-klik tulisan atau kata yang warnanya biru nggak? Atau nge-klik salah satu judul di *More Reading* ?

S : Pernah Miss kalau tulisan biru, tapi kepercet waktu itu, hehehe... Kalau yang di *More Reading* saya dua kali. Itu kok tampilannya beda Miss?

R : Oh, itu sebenarnya website lain. Sebagai tambahan materi saja.

S : Oooo gitu to? Tak kira Miss yang buat. Nggak asyik itu Miss, pertanyaannya gak bisa dijawab di klik klik gitu kayak punya Miss.

R : Oh, itu memang beberapa website yang saya masukkan tidak menyediakan bentuk soal yang bisa di klik – klik kalau dikerjakan, beberapa juga cuma menyediakan contoh soal saja, bukan soal yang bisa dikerjakan lalu muncul nilainya. Oke kita masih punya waktu lima belas menit kan sebelum bel masuk? Miss mau tanya sedikit tentang websitenya. Kalau tadi kan materi, hehe..

S : Ya Miss.

R : Menurut Dek Ibnu, desain websitenya sesuai tidak dengan materi yang ada di website?

S : Cocok-cocok aja tuh Miss.

R : Kalau tata letaknya kira-kira gimana? Misalnya penempatan menu di sebelah kanan, tombol next-nya dibawah..

S : Sudah oke Miss, simpel. Jadi nggak susah makenya.

R : Kalau tampilan keseluruhannya?

S : Apik Miss. Karena backgroundnya putih jadi jelas tulisannya.

R : Kalau istilah-istilah yang ada di website, Dek Ibnu ada kesulitan nggak memahami?

S : Enggak Miss.

R : Komposisi warnanya gimana? Sudah sesuai belum? Atau ada yang perlu diperbaiki?

S : Warnanya ya Miss? Kayaknya gitu aja udah bagus Miss.

R : Kalau jenis huruf, ukuran huruf, dan semua tulisan yang di website, ada yang nggak bisa dibaca nggak?

- S : Nggak ada Miss.
- R : Kualitas gambar, suara, video, animasi, gimana menurut Dek Ibnu?
- S : Video sama suaranya gak muncul Miss.
- R : Oh iya ya, kan internet lagi down. Hehe.. Tapi kemarin Dek Ibnu ikut gantian pake laptop saya kan?
- S : Oh iya ding Miss. Saya nyobain yang ada kata rayapnya itu Miss. Bagus Miss, kayak orang Inggris beneran.
- R : Oh, nyobain yang di glossary ? Itu memang suara orang Inggris beneran Dek.
- S : Oooo..
- R : Kalau penilaiannya gimana? Maksud saya system pemberian nilainya.
- S : Oke Miss. Apalagi kalau diliatin kayak tadi, jadi tau nilainya temen-temen. Hehe..
- R : Buat mbandingin nilai ya?
- S : Iya Miss, kan jadi semangat gitu kalau tau nilainya lebih rendah dari yang lain.
- R : Oh, kalau kecepatan aksesnya gimana?
- S : Lah, lama Miss loadingnya. Harus ekstra sabar.
- R : Hehe.. iya sih, kita lagi kurang beruntung. Tapi coba diakses di warnet. Pasti cepet. Atau pas lagi jam istirahat kan bisa wifi-an.
- S : Oh iya to Miss? Bisa diakses pakai HP?
- R : HP bisa, tapi HP-nya apa dulu. Kalau pakai HP seperti saya ya nggak bisa. Kalau pakai HP android bisa. Yang saya sudah nyoba itu pakai Nokia E63. Tampilannya sama kayak kalau dibuka di komputer.
- S : Wah berarti saya bisa buka dong Miss. Punya saya E63 Miss.
- R : Ya, besok bisa coba, tapi ya jangan lupa, HP-nya harus ada pulsanya kalau nggak pakai wifi.
- S : Udah tak daftarin paket internet kok Miss. Hehe..
- R : Oke, kira-kira kalau Dek Ibnu belajar pakai website ini, Dek Ibnu termotivasi nggak untuk belajar?
- S : Kayaknya iya Miss. Kayaknya seru Miss kalau dirumah bisa belajar pakai website ini.
- R : Oh gitu. Sepertinya sudah cukup ya. Terima kasih Dek Ibnu, atas waktu dan partisipasinya. Salam buat temen – temen VIII-D.
- S : Sama-sama Miss.



### The Interview Transcript III

#### Interview Result

**Name** : Bernadetta Indri Dwi Astuti  
**Class** : VIII-A  
**Day, and Date** : Saturday 24<sup>th</sup>, 2012  
**Place** : Computer Laboratory

**R: Researcher**

**S: Student**

- R : Maaf Dek, bisa minta waktu sebentar?
- S : Iya Miss, ada apa?
- R : Mau tanya – tanya sebentar boleh?
- S : Oh, iya Miss, silakan.
- R : Saya mau tanya tentang materi dulu nih. Dek Indri pernah tau tentang SK-KD?
- S : Oh, tau Miss, standar kompetensi kan? Bu Puji biasanya bacain itu kalau mau mulai pelajaran baru. Eh, bab baru ding Miss. Di buku pelajaran juga ada itu Miss.
- R : Oh ya itu. Kira-kira materi tadi sesuai tidak dengan standar kompetensi dan kompetensi dasar?
- S : Sek ya Miss, tak lihat dulu. (membuka buku pelajaran dan melihat SK-KD yang tercantum di halaman bagian depan.) Ini kan Miss? Kayaknya sesuai Miss. Ada recount sama deskriptifnya.
- R : Oh gitu, Dek Indri rajin sekali sampai bawa buku banyak.
- S : Ya gini lah Miss, kalo ada pelajaran bahasa Inggris bukunya banyak. Ini buku pelajaran, ini juga buku pelajaran, ini LKS, ini buku tugas, ini buku catetan, in kamus. Berasa kayak jadi kuli itu lho Miss kalau ada pelajaran yang bukunya banyak.
- R : Hehe.. oke sekarang kalau topiknya, berhubungan dekat dengan kehidupan sehari-hari Dek Indri nggak?
- S : Ya ada hubungannya Miss. Maksudnya gampang ditemui dimana-mana gitu lho Miss.
- R : Kalau materinya, menurut Dek Indri, cocok nggak untuk dipelajari anak kelas delapan?
- S : Cocok – cocok aja Miss. Emm apa ya.. sesuai lah Miss.
- R : Kalau urutan materinya gimana Dek? Ada yang perlu diubah nggak?
- S : Emmm.. sudah urut kok Miss. Kayaknya udah pas kayak gitu aja.
- R : Kalau tampilan materinya menarik tidak?
- S : Menarik Miss, aku suka gambar orangnya. Lucu e Miss.
- R : Menurut Dek Indri, perintah-perintah yang ada di setiap kegiatan mudah dimengerti tidak?

- S : Mudah Miss, cuma kadang aku salah ngartiin katanya. Secara umum aku paham Miss itu perintahnya suruh ngapain, tapi kalau suruh ngartiin satu-satu katanya, belepotan aku Miss.
- R : Jadi, apa harus diubah biar lebih mudah?
- S : Kalau mudah semua entar nggak seru Miss, jadi nggak belajar hal baru. Kalau menurut saya sih gitu aja udah cukup Miss. Toh masih bisa dimengerti.
- R : Oh gitu ya.. Kalau bahasanya, cukup jelas dan bisa mengerti atau tidak menurut Dek Indri?
- S : Lumayan Miss. Saya paham kok kalau baca. Tapi ya itu tadi Miss, kalau perkata aku nggak bisa ngartiin.
- R : Menurut Dek Indri, variasi aktifitasnya gimana?
- S : Cukup banyak menurutku Miss.
- R : Yang Dek Indri paling suka yang mana?
- S : Yang itu Miss, yang nyocokin gambar sama deskripsinya. Bikin gemes itu Miss, masak udah tak tarik – tarik itu lho Miss, tetep balik lagi. Tapi seru Miss, sampe ditegur Bu Puji tadi.
- R : Bahasa yang digunakan dalam penyampaian materi di website tadi, kira-kira sudah sesuai dengan kaidah bahasa inggris belum Dek?
- S : Loh, Miss kan yang lebih pinter Miss. Hee..
- R : Ya saya kan juga pengen tahu pendapat Dek Indri.
- S : Oh, menurut saya sih udah Miss. Kayaknya sudah.
- R : Kalau susunan aktifitasnya kira-kira sudah tersusun dari yang emmm... banyak bantuannya ke yang bener-bener nggak ada bantuannya tidak?
- S : Wah lupa aku itu Miss. Nggak terlalu merhatiin itu soale.
- R : Oh gitu ya?.. kalau tingkat kesulitannya gimana Dek? Menurut Dek Indri, aktifitasnya tersusun dari yang mudah ke yang sulit atau sebaliknya?
- S : Kalau saya rasakan ya Miss, kayaknya tuh dari yang gampang ke yang susah. Soalnya makin kesana makin kesana ngerjainnya pake mikir. Apalagi tesnya Miss. Wuh...
- R : Kalau contoh – contoh yang ada di materi gimana Dek? Mudah dipahami atau tidak?
- S : Emmm lumayan Miss. Kan contohnya diambil dari teks sebelumnya, jadi aku paham.
- R : Kira – kira aktivitas yang ada di website itu, memicu Dek Indri untuk belajar secara mandiri tidak?
- S : Emm gimana ya Miss. Kan emang kalau pake website itu enak ya emang ngerjain sendiri Miss, jadi nggak rebutan. Lha tadi saya ngerjain sama Ega malah saling ejek itu kalau nilainya jelek. Tapi saya pengen nyoba lagi, Miss. Tadi kan nilai saya jelek.
- R : Oh, ya silakan kalau mau coba lagi. Trus saya mau nanya lagi nih.. kalau *feedback*nya gimana Dek? Cukup membantu atau tidak?
- S : Lumayan sih Miss. Jadi ngerti salahnya.
- R : Kalau bagian *reflection* tadi, kira – kira dengan mengisi *form* refleksi tadi, apakah Dek Indri jadi bisa mengukur sejauh mana kemampuan Adek?
- S : Oh yang paling akhir itu ya Miss? Emmm.. Sedikit sih Miss, soalnya aku juga masih bingung mana yang aku belum bisa.

R : Oh gitu, tapi banyak bisanya kan? Kan sudah diajarin materinya sama Bu Puji.

S : Iya sih Miss, tapi lupa-lupa ingat gitu deh.

R : Dek Indri tadi sudah membuka *glossary* kan? Kira – kira itu cukup membantu tidak untuk menambah kosakata Adek?

S : Wah iya itu Miss, jadi ngerti bahasa Inggrisnya rayap. Hahaha...

R : Nah, saya mau tanya pendapat Dek Indri. Kira – kira penggunaan animasi, gambar, suara, dan video yang ada di website mendukung materi yang diajarkan tidak?

S : Ya mendukung Miss. Jadi kan nggak bosen gitu Miss. Coba ya Miss, kalo gambar di buku bisa gerak-gerak kayak yang di film Harry Potter itu loh Miss.

R : Waduh, ya Dek Indri harus belajar sihir ke Dumbledore dulu dong kalo gitu, haha..

S : hehe..

R : Oke, pertanyaan terakhir nih Dek, Dek Indri sudah pernah buka menu *More Reading* kan? Di situ ka nada beberapa judul yang kalau diklik akan muncul teksnya. Nah, menurut Dek Indri, bermanfaat nggak teks-teks yang ada di situ?

S : Aku baru buka satu sih Miss, yang ceritanya tentang anak yang giginya copot itu Miss. Siapa itu? Maxcell atau Maxwell gitu Miss namanya. Lupa aku.

R : Oh gitu jadi, bermanfaat nggak itu buat Dek Indri?

S : Bermanfaat Miss.

R : Yasudah, itu saja Dek pertanyaannya.

S : Udah Miss? Nggak kurang banyak? Ciyus?

R : Ya nggak papa kalau mau saya tanyai lagi. Nanti kalau nggak sempet jajan gimana?

S : Haha, lagian aku capek Miss.

R : Oh ya, bisa minta tolong panggilkan temanmu satu. Cowok.

S : Harus cowok Miss?

R : Lha kenapa emang?

S : Aduh Miss, cowok – cowok dikelasku itu paling susah disuruh Miss. Males aku Miss.

R : Yasudah, cewek juga gapapa. Tapi kalau bisa yang sudah jajan ya.

S : Oh gitu, Oke Miss.

R : Makasih ya Dek Indri.

S : *You're welcome Miss.*

## The Interview Transcript IV

### Interview Result

**Name** : Nadya Naruwinda  
**Class** : VIII-A  
**Day, and Date** : Saturday 24<sup>th</sup>, 2012  
**Place** : Computer Laboratory

**R: Researcher**

**S: Student**

- S : Miss, manggil saya?
- R : Kelas delapan A?
- S : Iya.
- R : Oh iya, sini masuk. Sudah jajan kan?
- S : Sudah. Mau apa e Miss?
- R : Cuma mau tanya – tanya kok tentang website yang kita pakai buat belajar bahasa Inggris tadi. Gimana, keberatan nggak kalau saya minta waktunya sebentar?
- S : Oh... ya nggak apa-apa Miss.
- R : Eh kenalan dulu, namanya siapa?
- S : Nadya Naruwinda Miss.
- R : Oh, Nadya yang kemarin duduk di pojok situ kan?
- S : Hee, iya Miss.
- R : Oke saya mau tanya tentang desain website yang kita pakai buat belajar tadi. Kira-kira dengan desain website seperti itu, Dek Nadya tertarik tidak, untuk belajar teks deskriptif dan recount?
- S : Emmm biasa aja Miss.
- R : Tidak tertarik?
- S : Tertarik sih Miss, tapi nggak banget-banget.
- R : Oh, oke. Kalau menurut Dek Nadya, tata letak websitenya bagaimana? Emm.. penempatan menunya, materinya, tombolnya. Apakah sudah konsisten?
- S : Konsisten itu tetap maksudnya Miss?
- R : Iya.
- S : Oh, iya Miss. Konsisten.
- R : Kalau backgroundnya gimana Dek?
- S : Emm nggak ada masalah sama backgroundnya Miss.
- R : Oh, jadi nggak perlu diubah ya?
- S : Mau diubah apa Miss? Pink? Apa biru Miss? Lha nanti kalau berwarna malah ada yang nggak suka warna itu gimana Miss.
- R : Oh, ya ya.. berarti tetep putih tidak apa-apa ya? Hmmm oke. Nah, sekarang kalau istilah – istilah yang ada di website, ada yang sulit dipahami tidak?

- S : Nggak Miss.
- R : Kalau menunya, menurut Dek Nadya sederhana atau rumit?
- S : Agak rumit Miss, eh bukan rumit, tapi emmm apa ya? Anu Miss, terlalu sensitif Miss, belum diklik udah main nongol aja itu menunya.
- R : Oh, itu kan memang dibuat seperti itu, tidak perlu diklik menunya, cukup disorot pake kursor, nanti dia otomatis muncul sendiri. Jadi nyorotnya harus pas.
- S : Oh gitu to Miss?
- R : Nah ketika Dek Nadya mengakses website, Dek Nadya merasa bebas tidak dalam memilih menu?
- S : Bebas Miss. Kan nggak ada yang nyuruh.
- R : Emm oke, kalau komposisi warnanya gimana Dek? Sudah baik atau ada yang perlu diperbaiki?
- S : Warnanya.... Lumayan Miss. Emmm kalau kata Pak Bambang sih warna putih itu bikin lebih konsentrasi Miss. Kata Pak Bambang lho Miss.
- R : Oh gitu ya? Hehe... kalau tulisannya Dek? Jenis huruf, ukuran huruf, dan semua tulisan yang ada di website apakah bisa terbaca semua?
- S : Bisa Miss. Jelas kok. Kan backgroundnya putih Miss.
- R : Kalau perintah-perintahnya? Mudah dipahami tidak?
- S : Bisa bisa.
- R : Menurut pendapat Dek Nadya, penggunaan animasi, gambar, suara, video yang ada di website, mendukung pemaparan materi tidak?
- S : Mendukung Miss.
- R : Nah kalau kualitas gambar, suara, animasi, sudah bagus belum menurut Dek Nadya.
- S : Menurutku, sudah Miss. Setidaknya bisa dilihat dengan jelas.
- R : Kalau penempatan gambarnya, ada yang kurang pas tidak?
- S : Wah, aku kurang memperhatikan Miss. Tapi kayaknya oke-oke saja tu Miss.
- R : O, gitu ya. Kalau system penilaiannya gimana Dek?
- S : Sudah baik Miss. Itu nilainya nggak dimunculkan di website kan Miss?
- R : Enggak, memangnya kenapa?
- S : Kan malu Miss kalau nilainya dilihat orang banyak.
- R : Enggak kok, yang bisa lihat cuma saya. Kalau ada yang mau lihat nilai ya mereka Cuma bisa lihat nilai mereka sendiri-sendiri.
- S : Oh, baguslah Miss.
- R : Nah, kalau kecepatan aksesnya gimana menurut Dek Nadya?
- S : Lemot Miss. Kayaknya sehabis ganti computer baru internetnya jadi lemot. Padahal dulu enggak lho Miss. Pas pelajaran komputer gitu kan cepet dulu pas pakai komputer lama.
- R : Oh, iya kah? Sudah lama ganti komputernya?

S : Kira-kira sebelum ulangan itu.... Sebulan yang lalu kayaknya Miss. Eh 3 minggu yang lalu Miss. Eh, nggak tahu, lupa Miss. Pokoknya gitu lah.

R : Hmmm gitu ya.. nah kalau Dek Nadya belajar bahasa inggris khususnya tentang teks descriptive dan recount, apakah Dek Nadya tambah bersemangat belajarnya?

S : Mungkin Miss. Saya seneng kalau pakai komputer. Enggak ngebosenin.

R : Hmm.. oke, kayaknya segitu aja Dek. Terimakasih ya atas waktu dan kerjasamanya. Salam buat temen-temen kelas delapan A.

S : Udah ni Miss? Oke. Sama-sama Miss.



# APPENDIX H

## Field Note of the Beta Test

Day : Tuesday, November 6<sup>th</sup>, 2012  
 Time : 08.20 – 09.40  
 Place : Computer Laboratory  
 Class : VIII A  
 Number of Students : 32 students

The bell rang at 8.20 a.m. It was the third lesson. The students of class VIIIA come to the computer laboratory ten minutes later. The English teacher apologized to the researcher for coming a little late. She then asked the researcher to start the class soon. Since it was the first meeting for class VIIIA, the researcher asked the twelve students who did not get computers, to work in pairs with ones who already got computers.

Class VIIIA consisted of only 8 male students. The rest, 16 students were female students. They came to the room quietly. They brought their English course books, their work books, their big dictionaries, and their pencil cases. This condition was far different from the previous class.

The researcher greeted the students and asked them whether there was anyone absent or not. The students said that no one was absent that day. The researcher then introduced herself. The researcher explained the aim of having an English class in the computer laboratory.

The researcher asked the students to open the web-browser on their computers. Then, the researcher showed an address of website in the screen. The researcher asked the students to open that website by typing the address of the website on the task bar of the browser. The researcher gave them example where to type that address. After all the computers opened that website, the researcher explained to the students the content of the website, the menus on the homepage, the function of navigation button, and how to access the website. The researcher then asked the students to read the homepage. The researcher asked to the students what to do when they wanted to access the website. Some of the students answered “*Registrasi dulu, Miss.*”, “*Daftar dulu, Miss.*”, “*Klik register.*” Those answers indicated that the students were already understood what to do to access the website. Then, the researcher asked the students to click on the *register* in the homepage, or *create an account* above the menu list. The researcher guided the students step by step what to be inputted in the registration form. The students followed the guidance step by step. The researcher then asked the students to login to the website by using their username and password which they had created already. The researcher said that if the students were already successfully logged in to the website, their name would appear in the upper side of the website.

The researcher explained again the function of the button, the content of the menus, and the function of each menu. The researcher asked the students to click on *descriptive* first before they go to *recount*. The English teacher said that it was better for the class to have a deal like what the previous class did. The researcher asked the students to choose which one of the topic that they wanted to learn first. More than a half of the class chose *My Gorgeous Idol*. Then, the researcher asked the students to click on it.

The researcher walked around the room to see whether they were doing well or not. The researcher found some students were had not yet successfully logged in to the website. The researcher gave them guidance one by one. Then, thirty minutes later, the researcher found one of the female students was doing activity from the other topic. The researcher asked them whether she had already finished her work or not. She said that she had already finished all of the activities including the test. The researcher asked the student if the researcher was allowed to show the result of her work. The student agreed. The researcher then accessed to the back-end of the website to check her result. The result was displayed to the screen. In the screen, the students could see the scores of the other users including the users from the previous class. The class suddenly became noisy. They laughed at themselves as they had not yet finished their works and had not seriously done the test. After they knew the score of the other students, they did the test seriously. Many of them opened their dictionary to check the meaning of difficult words.

When the students finished the test, they asked the researcher to show the result of their works. The researcher showed their results on the screen. Some of them were happy to know that their score was better than the other.

Ten minutes before the bell rang, the researcher asked the students to shut the computer down. The researcher closed the class and thanked to the students for their cooperation and the English teacher for her help. The students left the class soon because they would have another class.

### Field Note of the Beta Test

Day : Monday, November 5<sup>th</sup>, 2012  
 Time : 07.45 – 08.45  
 Place : Computer Laboratory  
 Class : VIII D  
 Number of Students : 32 students

It was the first meeting of the researcher and the students of VIID. The meeting was previously arranged by the English teacher a week ago. Hence, it was the first implementation of the beta test.

The class started a little late for the flag ceremony took longer than usually. Besides, there was also a teacher meeting after the flag ceremony. Thus, the effective time for each lesson was 30 minutes. The English class for the class VIII D was in the seventh and the eighth lessons. Thus, the class was started after the second break.

When the bell rang, the researcher had already waited for the students to come to the computer laboratory because the English class would be held there. The English teacher came to the class first to give an explanation that they would be taught by a researcher who was doing a research in their school. Then, the English teacher asked the students to go to the computer laboratory. It took less than ten minutes to have all the students in computer laboratory. Since there were only 20 units of computer, there were 12 students who had to share a computer for two students. The English teacher helped the researcher to set the students' placement.

The researcher started the class by greeting them first. Then, the researcher introduced herself to the students. The researcher explained that she was doing a research. The researcher then asked the students to open the web-browser on their computer. The web-browser which was already installed in the computer was *Mozilla Firefox*. It seemed that they all know well how to do. Then, the researcher type a website address ([www.myreadingcorner.net](http://www.myreadingcorner.net)) on her laptop which was connected to the LCD (Liquid Cristal Diode) that the students knew as projector, so that the address was displayed on the wide screen in the room. The researcher asked the students to type the website address on their browser on the task bar of the web-browser. Some students did it well; some others found it difficult to do. Since the homepage of the web-browser was *Google*, some students typed the web-address on the *Google* search box. The researcher gave them an example how to do it. The researcher opened *Google* website, then she typed the website address in the task bar of the web-browser, and explained not to type the address on the *Google* search box. Finally, all the students opened the website that the researcher wanted.

The researcher explained the content of the website, the function of the menus, the technical terms which would easily be found in the website, and the procedure to access the website. The researcher asked the students to click on the *register* that could be found in the homepage of the website. The researcher explained

and gave example step by step what to do. The students paid their attention to the screen as they began to follow the steps. The class was suddenly crowded. The students who successfully created their account would say “*Miss, kayak gini?*” or “*Gini miss?*”. The researcher walked around the room, if she found the students who had not already created their account, she guided them. The English teacher helped the researcher to do so. Some students preferred asking their difficulties to their friends, to asking them to the researcher or the English teacher.

After all the students create their own account as the first step in accessing the website, the researcher then explained the second step. The researcher explained that the students must be logged-in into the website first, so they could access all the features in the website. The researcher explained how to login into the website. The researcher made it clearer by practicing the step on her own laptop. The researcher explained that once the students were successfully logged in, their name would appear in the upper left corner of the website.

The researcher explained them again about the menus of the website. The researcher suggested to the students to choose whether they want to learn descriptive texts or recount texts first. The English teacher asked the students to learn about the descriptive texts first. Then, the researcher asked the students to click on the *descriptive* in the menu list. When the students came to the descriptive page, some of the students asked the researcher, which one of the topics that they should click. The researcher told them that they could choose one of them. However, the English teacher told me to make the students learn in the same topic. So, the researcher asked the students, which topic they wanted to learn first. Most of the students yelled “*Animal miss, animal aja.*” Then, with the agreement from the English teacher, the researcher asked the students to click on the first topic *The Animal that I Love*. Then, they started accessing the website by themselves.

The researcher and the English teacher walked around the room to monitor the students. Since there were some students who had to share one unit computer for two students, they could not control themselves to talk to each other. The male students especially, were liked to disrupt their friends. When their voice became noisier, the researcher asked them to be quite. The English teacher told the researcher that class VIIID was like that. They were usually hard to control. However, they were that time quite nice. They lowered their voice, and kept doing the activities in the website.

When one of the students tried to submit his comment and answer in the comment box, he asked the researcher whether his answer could be read by all the students. Then, the researcher accessed the website using her laptop, and showed the page where his answers were submitted. The whole class looked up to the screen; they were interested to do so. Then, when one of the male students told the researcher that he had already done the *descriptive test*, the researcher then accessing the back-end website which only administrator could access it. The researcher then showed the score of that student. The whole class looked at the screen and mocked their friends for had low score. The researcher then told that students to do it once more with a better effort. When there were some students who had finally finished the test,

they asked the researcher to showed their scores in the screen so that they could see others' scores. They were very enthusiastic. Some of the students did the test for the second times to get better score.

Ten minutes before the bell rang the English teacher remained the researcher. The researcher then asked the students to finish their works soon because the time was almost up. The researcher asked the student to shut the computer down and not to leave anything in the room. The researcher thanked to the students for their cooperation, and the English teacher for her help. The English teacher asked the students to go to classroom first because she wanted to tell something important to them. The students left the computer laboratory and so did the English teacher. The researcher stayed in the computer laboratory to ensure that all the computers were already shut down and covered all the computers with the covers which were provided by the school.

### Field Note of the Beta Test

Day : Saturday , November 10<sup>th</sup>, 2012  
 Time : 07.00 -08.20  
 Place : Computer Laboratory  
 Class : VIII D  
 Number of Students : 32 students

The researcher came to the school at 6.45 a.m. since the English class would be started at the first bell, at 7 o'clock. The researcher went to the computer laboratory and prepared the room. The researcher turned on the electricity, turned on the LCD, turned on the computers so that it would not take long time to start the class. The bell rang at 7 o'clock. Seven minutes later, the students and the English teacher came. The English teacher apologized to the researcher for a little late to come because she needed to tell the students about the middle test semester and the homework that the students should did.

The researcher asked the captain of the class to lead for pray. Then, the researcher greeted them and asked them who was absent that day. They said that no one was absent that day. The researcher then started the lesson by asking them what had learnt from the previous meeting. Most of them said that they had learnt descriptive and animal. Then, the researcher asked the students to open the website. One of the students said "*Miss, lupa alamatnya*", and so did the others. The researcher typed the website address on the *Microsoft Word* on her laptop which had already connected to the LCD. The students began to remember by saying "*oh, iya*". Then, the researcher asked them to login to the website.

The English teacher requested to the researcher that the students were better to learn descriptive again because the recount texts materials were just given by her once in the classroom. Then, the researcher asked the students to click on the *descriptive* in the menu list. At that occasion, they were freely to choose one of the topics provided. Since the previous meeting the students already chose *The Animal that I Love*, at that day, the students could choose the rest topics, i.e. *My Gorgeous Idols* and *Wonderful Places to Go*. They accessed the website as they want. According to the back-end website, 15 students chose *My Gorgeous Idols*. Since there were only 20 units of computer, it meant that three forth of the users clicked on *My Gorgeous Idol*.

The researcher walked around the room to see whether there were any students who had difficulties or not. The English teacher sat nearby the students who sat in the back of the room. When the researcher walked to see how the students worked, some students asked for the meaning of the words which were not provided in the *Glossary*. The researcher answered what they asked. Since the English teacher knew that the students were too often to ask, she asked the students to open their own dictionary because that would be useless if they did not use it.

As it was the second meeting, the students seemed to be more familiar with the use of the website. It was only some students who asked about how to submit their answer or comment on the *comment box*. The researcher explained it personally so slow



that they could do it by themselves. They were so enthusiastic when the researcher accessed the website then displayed their works on the screen. They sometimes mocked their friends whose comments or answers were wrong or silly. But, it made them tried their best work. When they got high score, they would proudly tell their friends for having the highest score or better than the others.

When there were some students who had already finished all the activities and had done the test, the researcher asked them to try another feature in the website, for example *forum*, *more reading*, and *download area*. A problem came when some students opened websites which were not listed in the *more reading* menu. *Facebook* and *Twitter* were frequently opened by the students. Then, the researcher kindly asked the students not to open other websites except those which were already listed in the website. The researcher explained to the students that when they opened other websites which were out of the list, it would slow the loading speed down. The students seemed to be understood.

Fifteen minutes before the class ended, the researcher asked to the students to finish their work soon and not to shut the computer down because it would be used for the next class. The researcher thanked to the students and the English teacher. The students and the English teacher left the room. The English teacher said to the researcher that she would ask the next class to come to the computer laboratory soon.

## Field Note of the Beta Test

Day : Saturday, November 17<sup>th</sup>, 2012  
 Time : 11.15 – 12.35  
 Place : Computer Laboratory  
 Class : VIII A  
 Number of Students : 32 students

The bell rang as the time for break was over. All the students go to the classroom. The researcher had already waited the students of class VIIIA to come to the computer laboratory. Five minutes later, the students and the English teacher came. The researcher asked them to choose the computer that they wanted. The researcher greeted them, and asked them whether there was anyone absent or not. The researcher asked the students what they had learnt from the previous meeting. They answered in different answers "*Idolaku, Miss*", "*My Idol, Miss*", "*Describing David Beckham*", "*Descriptive text*". The researcher agreed for the students' answers.

Then, the researcher asked the students to open the web browser on their computer. The researcher typed a website address on her laptop which has already connected to the projector screen. The researcher asked the students to open the browser and type the website address on the browser's task bar. The researcher asked the student to choose one of the topics and to try all the menus. The English teacher suggested having one topic to learn that day. Then, the researcher offered the students to make a deal about the topic they would learn that day. More than a half of the class chose *The Animal that I Love*. The researcher agreed and asked the students to click on the topic.

The researcher walked around to monitor the students. The researcher found some students who could not access the activities because they were not logged in. then, the researcher explained to the class that to be able to do the activity, the students must be logged in to the website. The researcher guided the students to log in to the website. When all the students can access the activity, the researcher asked them to tell the researcher if they had already finished doing the test. The researcher monitored the students. The English teacher said to the researcher that this class would be fast in doing the activities because most of them were smart. She also said that it would be better to use the website to teach descriptive and recount in the classroom later. The researcher agreed that.

It was almost an hour, when a student suddenly raised her hand and told to the researcher that she had finished the test. Then, more students raised their hands and the class became so noisy. The researcher asked the students to calm their selves down. The researcher accessed the administrator website to access the students' scores. The sores were displayed on the screen. The class became uncontrolled when the students commented on the scores displayed on the screen. The researcher asked the students to be quiet. However, the students seemed not hear the researcher's command. The English teacher came forward and asked the students to keep quiet. They were lowering their voice when suddenly a loud sound of a fallen thing surprised us. One

of the boys in the back had fallen from his plastic chair. The whole class laughed at him. The researcher and the English teacher asked the students to be quiet. The researcher asked the students whether they had already tried to access all of the menus on the website. Many of them said that they had not tried all of the menus. Then, the English teacher said to the students that it would be better to them to try all of the facilities which were provided on the website.

The researcher monitored the students' activities. Many of them were accessing the menus, and the rest were still doing the test. The researcher and the English teacher guided the students who had difficulties in accessing the website. Five minutes before the bell rang, the English teacher asked the researcher to end the class. The researcher then ended the class by thanking to the students. The English teacher asked the students to come to the classroom first because she wanted to give an announcement. The English teacher and the students left the room.

### Field Note of the Beta Test

Day : Saturday, November 24<sup>th</sup>, 2012  
 Time : 11.15 – 12.35  
 Place : Computer Laboratory  
 Class : VIII D  
 Number of Students : 32 students

The bell for the seventh lesson had rung. That would be the third meeting of the implementation for the class VIII D. Ten minutes after the bell rang, the students came to the computer laboratory. The researcher asked the students to choose the computer they want, except the five computers in the left side. The researcher greeted them, and asked what they had learnt in the last meeting. It was only some of them who said recount. The rest were silent. The researcher said that it would be the last meeting of her presence in the English class. The students gave more attention to the researcher as the researcher said so. The researcher asked the students to learn recount using the website and to explore the facilities on the website.

The English teacher and the researcher monitored the students' activities. Some of the students tried to discuss using the forum menu on the website, and many of them did the test. The researcher found some students who still had difficulties in logging in to the website. The researcher guided them. The English teachers accompanied the boys in the back.

The bell of the eighth lesson rang. The students suddenly became so noisy. They asked the researcher to show their scores in the screen. The researcher agreed that and showed their scores. They were surprised for knowing the score of the class VIII A were higher than them. Some of them tried the test once more, and the rest accessing the menus on the websites. A student in the right side suddenly screamed at her partner. All of the students looked at her. The English teacher asked what was happened to her. That student said that she had successfully downloaded the file on the website and she had been so happy for having them in her computer. The other students became so curious that they then tried to download the files.

The students who did the test asked the researcher to show their newest score. Again, the class became so noisy when the scores were shown in the screen. There were some students who get better scores than before. However, there were some students who get worse score than before.

Twenty minutes before the class ended, the researcher distributed questionnaires. The students seemed unhappy for the questionnaires. The researcher told that the students must fulfill the questionnaires and submit them on Monday at Mrs. Puji's desk. The students soon became so happy. The researcher asked the students to take a photograph together. The bell rang. The researcher closed the lesson by thanking to the students for their cooperation. They left the computer laboratory quickly. The photo session had been cancelled.

### Field Note of the Beta Test

Day : Thursday, November 22<sup>nd</sup>, 2012  
 Time : 07.00 – 08.20  
 Place : Computer Laboratory  
 Class : VIII A  
 Number of Students : 32 students

The researcher arrived at school at 6.35. There were not many students in the school. The researcher asked for the computer laboratory key to the school keeper. Five minutes later, some students rushed into the computer laboratory. They cleaned the room. The researcher prepared the projector and the screen and turned on the computer needed for the students. The bell rang at 7 o'clock.

The English teacher came to the computer laboratory. She said that she had already asked the students of class VIII A to come soon after submitting their homework in the teachers' room. One of the students came to the computer laboratory and said sorry for being late. He told that his friends were at the library to take dictionaries. Ten minutes later, the students came. The researcher asked the students to have their seat. Unfortunately, there were five computers which could not be turned on. The researcher and the English teacher searched for the cables but they could not find them. The computers in the computer laboratory used Linux for the operating system, so, they use one CPU as the main control. The researcher asked the English teacher whether she can ask for Mr. Eko's help. The English teacher said that Mr. Eko did not come to the school today. She asked to leave the five computers and use only fifteen computers. So, there would be two or three students for a computer.

The researcher opened the class by praying and greeting. She also asked the students what they had learnt in the last meeting. Many of them said recount text. The researcher said to continue learn recount using the website and explore all the facilities in the website. The students asked whether they could open another website, but the researcher told them not to open any website except the links provided on the website. The researcher promised the students to show their scores in the end of the class. The students agreed that. They began accessing the website.

The researcher and the English teacher monitored the students' activity. The students seemed to get used accessing the website. Thirty minutes later, the researcher showed the students' score in the screen. The students looked so curious that the class become so noisy. The researcher asked them to be quiet. Some students tried to do the test once more in order to get a better score. The English teacher said that the class would end thirty minutes later.

Ten minutes before the class ended, the students asked the researcher to show their scores. The researcher then showed their scores. It seemed that some of them had already got

better scores because some of them yelled at their friends. The bell rang. The researcher thanked to the students for their cooperation and asked the students to kindly fulfill the questionnaires. The students left the room one by one as the researcher distribute the questionnaires. The researcher asked the students to take a photograph before the go to the class. Many of them agreed, and the rest go to the class quickly. The researcher, the English teacher, and the students took a photo together.

# APPENDIX I





KEMENTERIAN PENDIDIKAN NASIONAL  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
 http://www.fbs.uny.ac.id//

FRM/FBS/32-01  
 10 Jan 2011

Nomor : 933/UN.34.12/PBJ/IX/2012  
 Lampiran :  
 Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth.....  
 Pembantu Dekan I  
 FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : RIKA NAILA LUTHFA

No. Mhs. : 0720 2244 031

Jur/Prodi : PEND. BAHASA INGGRIS

Lokasi Penelitian : SMPN 2 PLAYEN

Judul Penelitian : Developing web-Based Reading Materials for the Eighth Grade Students of SMPN 2 Playen

Tanggal Pelaksanaan: Oktober - Desember

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami  
 Ketua Jurusan Pendidikan Bahasa Inggris  
 FBS UNY,

Samsul Maarif, M.A.  
 NIP 19530423 197903 1 004

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

070/7718/V/9/2012

Nomor : 1100a/UN.34.12/PP/IX/2012

Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;

2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;

3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

NIP/NIM : 07202244031

DEVELOPING WEB BASED READING MATERIALS FOR THE EIGHTH GRADE STUDENTS OF SMP N 2 PLAYEN

Waktu : 14 September 2012 s/d 14 Desember 2012

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan ditubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Pada tanggal 14 September 2012

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan



Ir. Joko Wuryantoro, M.Si

NIP. 19680108 198603 1 011

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul c/q KPPTSP
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
5. Yang Bersangkutan





# PEMERINTAH KABUPATEN GUNUNGKIDUL

## KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jalan Brigien Katamso No. 1 Tlb (0274) 391942 Wonosari 55812

### SURAT KETERANGAN / IJIN

Nomor : 489/KPTS/IX/2012

- Membaca : Surat dari Setda Provinsi DIY, Nomor : 070/7718/V/9/2012 tanggal 14 September 2012, hal : Izin Penelitian
- Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;
- Dijinkan kepada :  
 Nama : RIKA NAILA LUTHFA NIM. 07202244031  
 Fakultas/Instansi : Bahasa dan Seni Universitas Negeri Yogyakarta  
 Alamat Instansi : Jl. Colombo No. 1 Depok Sleman  
 Alamat Rumah : Jl. Gejayan Gg Menur 16 A Depok Sleman.  
 Keperluan : Ijin penelitian dengan judul "DEVELOPING WEB-BASED READING MATERIALS FOR THE EIGHTH GRADE STUDENTS OF SMPN 2 PLAYEN"
- Lokasi Penelitian : SMPN 2 Playen  
 Dosen Pembimbing : Drs. Suharso, M.Pd dan Sudiyono, M.A  
 Waktunya : Tanggal 1 Oktober 2012 s.d. 1 Desember 2012  
 Dengan ketentuan :
1. Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
  2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
  3. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kabupaten Gunungkidul).
  4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
  5. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
  6. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.
- Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari  
 Pada Tanggal : 17 September 2012  
 An. BUPATI GUNUNGKIDUL

KAPALA  
  
 Drs. AGUS PRIHASTORO  
 NIP. 19570821 198603 1 005

#### Tembusan disampaikan kepada Yth.

1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor Kesbangpol Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Pemuda dan Olah Raga Kab. Gunungkidul;
5. Kepala SMP N 2 Playen Kab. Gunungkidul;
6. Arsip.

# APPENDIX J













